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ABSTRACT

Covering the time period from September 1970 to July 1973, the final report reviews the overall goals, activities, and accomplishments of a pilot project in the New Orleans public schools to provide the exemplary program for occupational preparation (EPOP) for children of the inner city area. At the beginning of the third program year, technical assistance was employed to develop a comprehensive evaluation design incorporating product and process objectives. The resulting document enabled the EPOP staff to clearly communicate its objectives and delineate responsibilities throughout the program. Procedures for monitoring activities and data collection enhanced the level of program operations. Many resources focused on classroom activities to develop occupational awareness. Exploratory, skill, and semi-skill training at the secondary level were made available to students to meet the basic goals of the program. (Author/MU)

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Final Report

Project No. 0-361-0125
Contract No. OEG-0-70-4783(361)

An Exemplary Program for Occupational Preparation

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

William G. Young
New Orleans Public Schools
703 Carondelet Street
New Orleans, Louisiana 70130

July, 1973

CE 004 610

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The project reported herein was performed pursuant to a contract with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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INTRODUCTION

The Exemplary Program for Occupational Preparation was established for the purpose of implementing a K-12 developmental career education program. It was funded thru H.E.W. for the period beginning September 1970 through June 30, 1973. The intent of the program was to adequately prepare students from low-income families, beginning at the elementary grades for a responsible and productive life by providing a realistic viewpoint about the dignity of work and knowledge concerning possible vocational choices, and to complement such occupational awareness on the secondary level with skills salable on the New Orleans job market.

Accepting this challenge, the E.P.O.P. staff embarked on understanding and interpreting the emerging concepts of career education. Within the target area composed of six Desire area schools, many activities were developed in cooperation with the teachers. From understanding the concepts to effectively influencing curricular experiences, our impact developed slowly over the duration of the project. All concerned personnel worked diligently to foster appropriate career development concepts.

It is the intent of this report to present and review the overall goals, activities, and accomplishments of the program. An undertaking such as E.P.O.P., in each component, required careful consideration and refinement of techniques employed to retain and implement the basic program design.

This program, as perhaps with many, encountered many problems in the beginning but matured to a point of excellent reception in the schools involved. This gives testimony to the approach suggested for incorporation into all exemplary programs.

A very significant factor in the development of E.P.O.P. was the presence of guidelines permitting board flexibility in applying program resources to achieve appropriate results.

The initial stated objectives were very helpful in developing an orientation to career education. They were stated in such a manner to command popular attention, however, they proved less helpful for evaluation purposes. As a result of careful consideration of the evaluation reports for the first two years, it was decided that a comprehensive evaluation design be written.

At the beginning of the third program year, technical assistance was employed to develop a comprehensive evaluation design composed of product and process objectives. This resulting document enabled the E.P.O.P. staff to clearly communicate its objectives and delineate responsibilities throughout the program. Procedures for monitoring activities and data collection procedures enhanced the level of program operation.

In retrospect, the evaluation design produced enabled E.P.O.P. to manifest a significant impact on students in the Desire area schools.

Of course, many resources both material and human, focussed on classroom activities and related world of work experiences to develop occupational awareness. Exploratory skill and semi-skill training opportunities at the secondary level were made available to students to meet the basic goals of the program.

As evidenced by the program evaluation, the E.P.O.P. proved most helpful in bridging the gap between school and the World of Work. While serving, only as a beginning, it has developed a core of procedures and techniques well worth continuation in the New Orleans School System. In fact, there is evidence that many of the concepts will be continued and expanded through the Local Plan and the State Plan for Career Education. Experienced personnel are available for meaningful programs for demonstration and in-service training.

It is anticipated that as a result of legislative efforts and funding, career education concepts will gain momentum throughout the state of Louisiana.

E.P.O.P. identified and/or more importantly, verified the values of field trips, use of resource persons, semi-skill training, on-job-training, in-service and vocational guidance and counseling as essential basics in a meaningful program of career education.

Hopefully, insight gained from exemplary programs of the past three years will be utilized to develop sound, meaningful programs for the future.

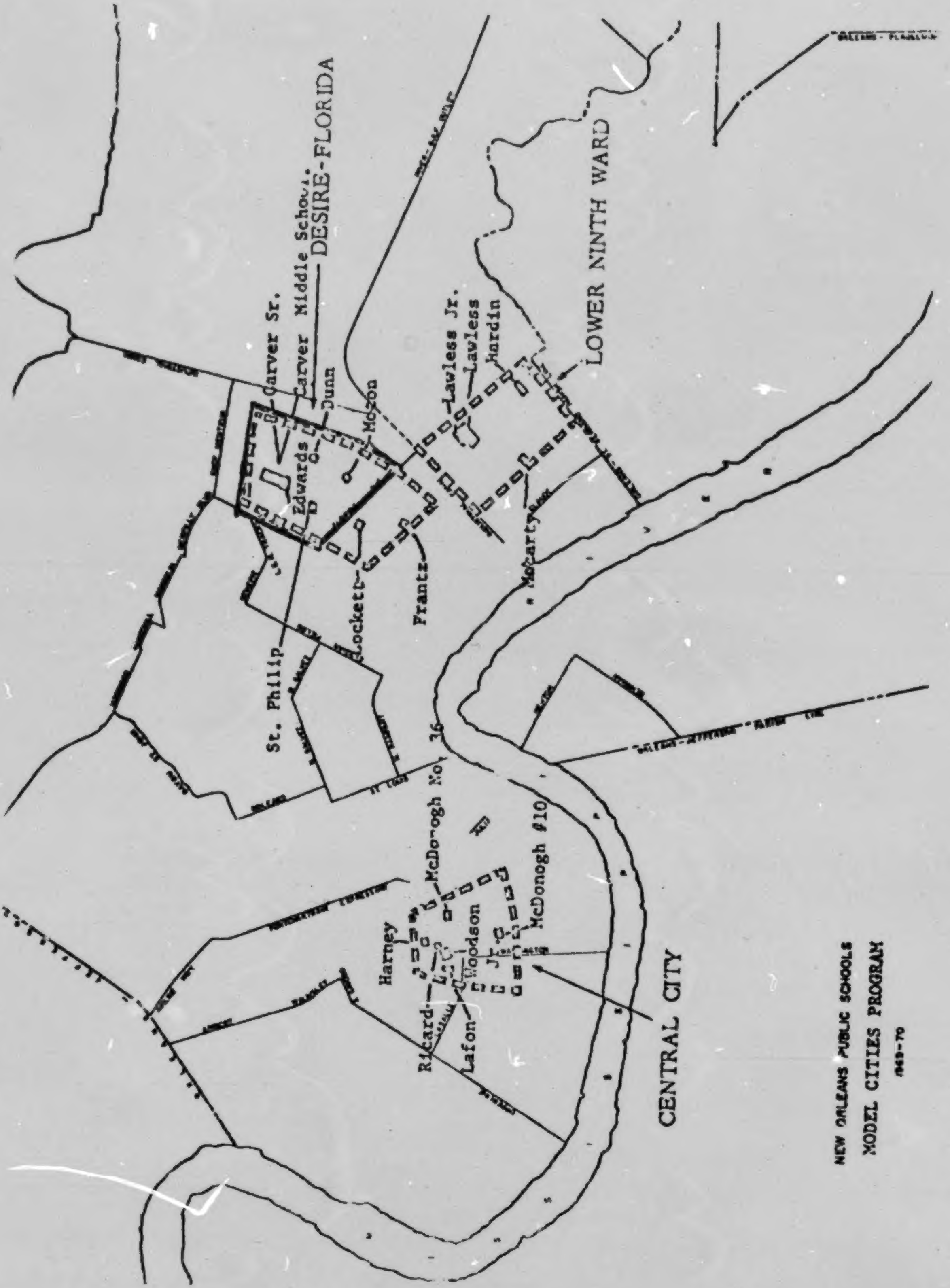
THE PROBLEM

Eight thousand children attend elementary and secondary schools in the section of New Orleans known as the Desire area. The Problem Analysis and the Statistical Profile of the Model Cities Preliminary Community Renewal Program Report on Population indicate that the Desire area has become identified in the minds of the residents and the community at large as a ghetto, the inhabitants of which are socially, economically and physically isolated from the mainstream of community life. Cut off from the remainder of the city by railroads, canals, and a corridor of industrial uses, the Desire section encompasses the city's largest public housing project and is predominately Negro. Nearly three-fourths of the employed males and four-fifths of the employed females work in low-paying, unskilled jobs. The situation is illustrated by the fact that 61 percent of the families in Desire earn less than $3,000 annually. Indices such as the relative dependence on public welfare, the juvenile crime rate, and the low level of educational attainment delineate distressed conditions warranting remedial action.

Children attending Moton, Dunn, Edwards or St. Philip the Apostle elementary schools will later attend Carver Middle School and Carver Senior High School. Together, the schools comprise the "Carver Complex," all are ESEA Title I schools and serve the severely economically disadvantaged population of the Desire neighborhoods (see map). The proposed exemplary program will, during the initial year, serve the children attending these six schools.

At the elementary level, ghetto children come to school with negative self concepts of their ability to function in the world of grammar, books or work. Their home experiences are not tied to the written word or the utilization of academically learned skills and they often have no successful role model upon whom to pattern behavior and aspirations. Generally, they know nothing about vocational options open to them, as they experience little but the world of the welfare check, or hand-to-mouth existence supported by a parent who works on a day-to-day basis, if at all.

At the secondary level, students are often over-age and mark time until they may legally leave school at age 16. Carver Middle School and Carver Senior High School each reported the highest percentage of droponts for their respective grade levels in the entire New Orleans public schools system in 1969. Not included in dropout figures are those students placed on indefinite suspension. If such students do complete their secondary education, it is generally not backed by salable skills. Too often, the high school graduate discovers he is just as unemployable as his friend who dropped out of school.


DESIRE-FLORIDA
Carver Sr.
Carver Middle School
Dunn
Edwards
Moton
St. Philip
Lockett
Frantz
Lawless Jr.
Lawless
Hardin
LOWER NINTH WARD
McCarty
McDonogh No. 36
McDonogh #10
Harney
Ricard
Lafon
Woodson
CENTRAL CITY

NEW ORLEANS PUBLIC SCHOOLS
MODEL CITIES PROGRAM
1969-70

Many students graduating from the Carver complex cannot afford to attend college or commercial trade school.

It is the intent of this exemplary program in occupational preparation to adequately prepare low-income students, beginning with the elementary grades, for a responsible and productive life by providing a realistic viewpoint about the dignity of work and knowledge concerning possible vocational choices, and to complement such occupational awareness on the secondary level with skills salable on the New Orleans job market.

Building on the World of Work occupational orientation, this program will continue to broaden occupational aspirations and opportunities for youths at the secondary level by establishing training opportunities for the dropout-prone, over-aged teenagers at Carver Middle School.

The secondary program will also create for the disadvantaged youth attending Carver Middle School meaningful and observable bridges between school and earning a living. Curriculum designed especially in support of the three trades to be introduced at Carver Middle School will enable the students to see the direct role core academic subjects play in relation to their chosen occupational field.

Through participation in the on-the-job industrial arts component (to be administered through the cooperation of local business and industrial leaders), Carver Senior High School students will be provided the opportunity to directly experience educational training which will lead to employment.

Students interested in pursuing clerical occupations will participate in vocationally centered simulated office training, individually programmed typewriting instruction, and/or pre-cooperative clerical instruction. Economically disadvantaged students at Carver Senior High School who previously enrolled in the Cooperative Office Education program (which provides on-the-job experiences with local employers) were not sufficiently prepared to enter the labor market. The pre-COE program will provide the needed preparation. The individually programmed typewriting instruction program is designed to better meet the needs of disadvantaged students, who did not achieve job entry typewriting levels through the traditional lock-step methods which inhibited individual progress. The simulated office experience in the proposed vocational office block will greatly increase the percentage of students who are able to obtain full-time employment in the clerical occupation for which they trained while in high school. A three-year study conducted by the Supervisor of Business Education of the New Orleans Public Schools indicates that an average of only 15 percent of the students completing the Carver clerical program were able to secure full-time employment soon after graduation. The poor placement record of such students is partially attributed to the fact that economically deprived students find it difficult, if not impossible, to identify with office workers and they therefore are lost in the world of clerical employment applications and testing in a real office. The proposed simulated office situation will provide the needed orientation to realities of office environment.

The project will also include for high school students vocational skill training in the area of health occupations, a field currently suffering a critical shortage in New Orleans and one which will provide worthwhile and rewarding employment opportunities for Carver students once they have completed their secondary education. A simulated vocational environment, to be supplemented by field trips and visiting lecturers, is planned for students to be enrolled in new health occupations courses, thereby permitting such students to also benefit from concrete experiences in situations reflecting actual employment conditions.

Out-of-school youth, be they dropouts or unemployed high school graduates, abound in the Desire area. If adequately trained, such young people can become contributing members of society. This exemplary program will provide for such youth the opportunity to pursue skill training in the evening in drafting and auto mechanics. They will be also assisted in locating suitable employment and will receive vocational guidance.

All components of the proposed exemplary program for occupational preparation call for cooperation between the New Orleans Public Schools and local manpower agencies. Resources of the Louisiana Division of Employment Security and its Youth Opportunity Center are currently used to a great extent by the school system. Greater reliance on testing, vocational guidance and placement services of LDES and the YOC will result from this project. Additionally, a Business Advisory Committee, to be comprised of representatives of public and private manpower agencies (Louisiana Division of Employment Security, Youth Opportunity Center, New Orleans Metropolitan Area Committee, CAMPS, Concentrated Employment Program, Chamber of Commerce, etc.) was formed to assist with development of OJT slots for the industrial arts component, as well as to serve as a vital resource for project staff. It is anticipated that mutual cooperation and coordination between the New Orleans Public Schools and the manpower agencies will grow and be maintained through this exemplary program for vocational preparation.

The Desire area comprises one of three New Orleans Model Cities Neighborhoods. All three areas are characterized by significant degrees of physical and economic blight. It is the intention of the New Orleans Public Schools to expand the services of the proposed exemplary program to the Lower Ninth Ward Model Neighborhood and to the Central City Model Neighborhood (see map) in years two and three of program operation.

The proposed exemplary program for occupational preparation combines several successful features of previous research and development projects sponsored by the U. S. Department of Health, Education, and Welfare and U. S. Department of Labor. The program also includes refined features of the World of Work program currently operating in the New Orleans Public Schools through grants received from the Danforth Foundation through the Plans for Progress national office.

A. Elementary Component: The Preliminary Report of Research Findings of the World of Work Project, 1967-1968, prepared by Dr. Glenn Hontz, Dr. Jack Sturgis, Mr. Robert Bermudez and Mr. Donald McCalister, indicates that inclusion of the World of Work activities at the elementary school level in the proposed exemplary program will be highly advantageous:

> ...of major interest...was the fact that the students in the experimental group performed equally well despite the fact that their field experiences removed them from the classroom and from the study of printed materials, thus providing an apparent advantage to the students in the control group who, in contrast, spent a greater portion of their time in the study of textbook and other similar materials. It would thus appear that the field experiences fully compensated for the lack of study time normally devoted to printed materials. This factor held true for both male and female students.
>
> A second major factor that was examined was the impact upon the students' career aspiration levels. Data revealed that the aspirations of students in both the experimental and control groups were higher following the treatment than they were prior to treatment. In the estimation of the research team, the increase in occupational aspirations at the beginning of the unit of study was higher than 'normal' for students of this age and background. Further, the increase in the level of their aspirations as recorded following their study of occupations was significant in terms of the standardized testing instrument administered. These data in combination with reactions provided by teachers and students clearly suggest that the study of occupations and career information tends to produce a generally high level of motivation, regardless of the particular method of study employed.
>
> The next factor tested was the degree to which students viewed certain specific factors as being important to them in choosing an occupation. The data

revealed that prior to treatment the students generally assigned a high importance to many job factors. After treatment, however, they tended to view these same factors as being relatively less important. This shift from an over-positive to a more moderate, and perhaps more realistic, reaction suggests that the students were exhibiting more mature reactions following their study of occupational information.

The fourth factor studied was related to changes in students' attitudes towards work, self, and education. It was found that approximately half of the students in both the experimental and control groups changed in their attitudes towards these three factors. Relatively more of the students who received the experimental unit changed to having a more positive attitude towards work, self, and education.

Briefly, and in summary, it would appear that the two methods of study did not produce appreciable changes in the acquisition of textbook content. However, a more mature attitude toward factors to be considered in selecting a job appeared to have resulted. Of greatest significance is the fact that the experimental treatment tended to be relatively more effective in producing positive attitudes towards work, self, and education. Further, the overall increase in motivation manifested in the rise in occupational aspirations of children in both groups did clearly suggest the desirability of including more opportunities throughout the curriculum for students to study this apparently exciting field of information.

Results of the following studies have been considered in the development of the elementary component of the proposed exemplary program:

1. Jeffries, D. "The Needs of Inner-City Children for Career Guidance," ELEMENTARY SCHOOL GUIDANCE AND COUNSELING, 1968.
2. Warner, T., Ed. "Needed Concepts in Elementary Guidance." Ohio State Department of Education, Columbus, 1969.
3. Whitfield, E. A. "Vocational Guidance in the Elementary School: Integration or Fragmentation?" THE SCHOOL COUNSELOR, 1968.
4. Jacobs, Leland B. "Books that Recognize the Joy of Work," INSTRUCTOR, 1969.

5. Cook, Dr. Helen E. "Occupational Information Materials Project for Pupils in Grades 3-8." Atlanta Public Schools.

B. Middle School Component: The occupational information and guidance section of this component is based on the design developed and researched in the New Orleans World of Work project, as well as upon the following studies:

1. Bailey, J. A. THE RELEVANCE OF OCCUPATIONAL INFORMATION TO CAREER-CHOICE THEORY AND DECISION MAKING. American Personnel and Guidance Association, Washington, D.C., 1969.

2. O'Hara, R. P. A Theoretical Foundation for the Use of Occupational Information in Guidance. THE PERSONNEL AND GUIDANCE JOURNAL, 1968.

3. Barbula, P. M., and Isaac, S. W. CAREER SIMULATION FOR ADOLESCENT PUPILS, FINAL REPORT. BR-6-8744. San Diego County Dept. of Education, California, 1967.

4. CAREER DEVELOPMENT ACTIVITIES, GRADES 5, 6, 7. Abington School District, Pennsylvania, 1968.

5. Darcy, R. L. AN EXPERIMENTAL JUNIOR HIGH SCHOOL COURSE IN OCCUPATIONAL OPPORTUNITIES AND LABOR MARKET PROCESSES, FINAL REPORT. BR-5-1203. Ohio University, Athens, Ohio, 1968.

6. OCCUPATIONAL EDUCATION PROGRAM, IMAGE OF THE WORLD OF WORK, DESCRIPTION AND ANALYSIS OF TEACHER ORIENTATION ACTIVITIES (August, 1968) Rocky Mountain Educational Lab., Inc., Greeley, Colorado, 1969.

The results of the following studies have been employed in developing the semi-skill training component at the middle school level:

1. Center for Vocational Arts, Norwalk, Conn.; New York Univ., N.Y. Center for Field Research and School Services. A Pilot Project to Develop a Program of Occupational Training for School Alienated Youth. Appendix to Second Interim Report.

2. Cozine, June. "Approaches to Use in Assessing Needs for, Content of and Certain Factors to be Considered in Offering Home Economics Courses Preparing for Gainful Employment." Oklahoma State University, Research Foundation.

3. Konz, Stephan A., and Middleton, Raymona. "Work Instruction Programs for the Food Service Industry." Kansas State University, Manhattan, Agriculture and Applied Science.

4. U. S. Office of Education, Washington, D. C. "A Pilot Project to Develop a Program of Occupational Training for School Alienated Youth." Interim Report and Statistical Evaluation. August, 1967.

C. Senior High School and Out-of-School Components: Individualized instruction for eleventh grade students enrolling in the Pre-Cooperative Clerical Block and for students in Typewriting I is to be included in the proposed exemplary program as a result of two U. S. Department of Labor Research and Demonstration projects performed in New Orleans in 1966-1967. The demonstration projects, operated through the auspices of Loyola University of the South (Special Extension Education for Secretarial and Agricultural Workers - Contract No.82-20-66-11) and through the auspices of St. Mary's Dominican College (Adult Education Center) were both deemed highly successful. Both projects provided secretarial skill training for disadvantaged persons, and both reported great reliance on instruction paced to meet the individual needs of each student. The Health Occupations Block is based on the same approach.

The Vocational Office Block approach, including the simulated office concept, has been used successfully throughout the country, particularly in those schools which participated in the Michigan State University Research and Development Grant #21-2502, Project #7029. Some of the material developed in the Michigan State University project will be utilized in this program component.

The following research results have been utilized in formulating the OJT vocational training component:

1. Cushman, Harold R., et al. "The Concerns and Expectations of Prospective Participants in Directed Work Experience Programs." State University of N. Y., Ithaca, New York, 1967.

2. A Guide: WORK EXPERIENCE EDUCATION AND EMPLOYMENT PLACEMENT PROGRAM. Los Angeles City Schools, California, 1969.

Methods developed in the Loyola University project already cited for recruiting and holding out-of-school youth in the proposed evening program will be employed. Intensive vocational counseling, testing and guidance, as well as individual instructional methods were cited in the Loyola Final Report (March, 1967) as crucial elements to the success of any such project, and will be included in the proposed exemplary program for vocational preparation.

GOALS AND OBJECTIVES

The overall objective of this project is to bring about a change in attitude concerning the dignity of work and to provide vocational guidance and job entry training that leads to employability for those youth living in a financially deprived, socially handicapped, and geographically isolated area of the city of New Orleans.

An underlying objective of the proposed program is to illustrate a workable plan to the Orleans Parish School Board and other public and private funding agencies for system-wide expansion and operation of the program components in future years.

Specific objectives at the different grade level divisions of the program are as follows:

A. Elementary School

1. Provide students with information about a variety of occupations and vocational options
2. Create a desirable attitude with regard to the dignity of work
3. Guide the students toward development of sound occupational aspirations

B. Middle School

1. Provide the over-aged student and potential dropout with semi-skilled training in order to:
    a. give him a practical interest in remaining in school
    b. provide him with a means of earning economic supplements while he is in school
    c. provide him with salable skills if he must terminate his schooling
2. Help this student see the relationship between core academic subjects and his chosen occupation field
3. Help the student to develop a desirable attitude with regard to the dignity of work through skill training and vocational guidance

C. Senior High School

General Objectives

1. Through on-the-job training provide the student with experiences in the latest methods and machinery of industry.

2. Provide job-entry skills and employability for students in areas of industrial arts, health occupations, and clerical occupations.

Specific Objectives of the Clerical Training Phase

1. Pre-Cooperative Clerical Block for Eleventh Grade Students:

    a. To acquaint students through in-school, classroom experience with the make-up and routine of some fifteen different clerical jobs.

    b. To give students an opportunity to decide those clerical jobs which they like and those for which they are qualified.

    c. To remedy those deficiencies which would prevent a student from qualifying for the job he would like to obtain.

    d. To prepare students for participation in the cooperative office education program during the twelfth grade.

2. Vocational Office Block, Including Simulated Office Environment:

    a. To provide a vocational office block at Carver Senior High School to give senior business education students an opportunity to identify themselves as potential office workers through a simulated office experience.

    b. To develop new office skills and knowledges, to refine and strengthen previously acquired office skills and knowledges, and then to integrate and apply these skills and knowledges in a simulated office.

    c. To give students an opportunity to develop and practice in an office setting those intangible qualities; such as, promptness, neatness, dependability, initiative, etc., which have such a direct bearing on job success.

3. Programmed Instructional Teaching of Typewriting and Shorthand:

   a. To develop the learner's skill in manipulating the operative parts of the typewriter.

   b. To reinforce initial learnings through smaller packets of instruction.

   c. To allow disadvantaged students many opportunities to experience success by providing individualized programmed instruction which allows each student to progress at a rate consistent with his own ability.

   d. To improve the student's skill in reading and carrying out instructions.

   e. To expand the student's problem-solving ability.

   f. To develop the learner's ability to type by touch at a minimum skill of thirty gross words a minute with no more than five errors in a five minute timed writing.

   g. To develop a program in Typewriting I, which eliminates the lock-step approach, a program which will not be hindered by the erratic attendance which is so frequently a characteristic of the disadvantaged student, a program which is more student-directed than classroom directed.

   h. To build upon existing research to further determine through a controlled program whether disadvantaged students can become better typists when taught with the individualized programmed approach rather than the traditional approach.

The above goals and objectives were the standards used to develop and evaluate the program for the first two years. As a result of experiences gained it was decided these goals needed to be rewritten in more measurable terms.

Thus, in the beginning of the third action year, technical assistance was employed to develop a comprehensive evaluation design. An evaluation design composed of Product and Process Objectives using the original goals and objectives was developed by Dr. Dean Andrews, Educational Planning & Evaluation Services, Magnolia, Arkansas. The complete evaluation design is reproduced for the reader in the appendix (See Appendix E & F)

GENERAL PROJECT DESIGN AND PROCEDURES

A. General Design: As illustrated in TABLE A, the general plan of the proposed project may be defined as a three-level approach to vocational preparation geared to the needs of economically deprived children in elementary, middle and senior high schools, respectively.

Emphasis at the elementary school level is placed on vocational guidance through expansion of the World of Work program field trips, enriched curricula relating to occupational choice, and concurrent development of realistic attitudes toward occupation/vocation in society.

Program design for the middle school component provides World of Work curriculum dealing with occupational information and guidance, building upon concepts formulated at the elementary level. Additionally, over-aged and dropout-prone students in the middle school program will develop capabilities in three semi-skilled vocational training fields through three-hour daily course offerings which integrate and relate core academic courses with realities of skill training. Participants will thus be able to gain part-time after-school and summer jobs which, for many, will enable them to stay in school.

At the senior high school level, this program will provide intense job training through on-the-job training slots to be provided by local businesses or realistic, individually designed clerical or health occupational preparation designed to simulate the realities of the employment world. Out-of-school youth will be provided with the opportunity to learn a marketable skill through evening courses in two occupational fields and will benefit from occupational guidance and job placement services.

Functional components of the program may be listed as skill training, attitude development and motivation stimulation, vocational guidance, on-the-job placement, and utilization of local manpower resources.

The design is structured to facilitate student decision making regarding vocational options at both the middle and senior high school levels, and provides the framework for a continuum of growth of occupational awareness and skill development for all students in the Desire area, beginning at the elementary school level.

B. Participants:

1. Number of Participants (Average - yearly basis)

Approximately six thousand five hundred children were

GENERAL DESIGN - AN EXEMPLARY PROGRAM FOR OCCUPATIONAL PREPARATION

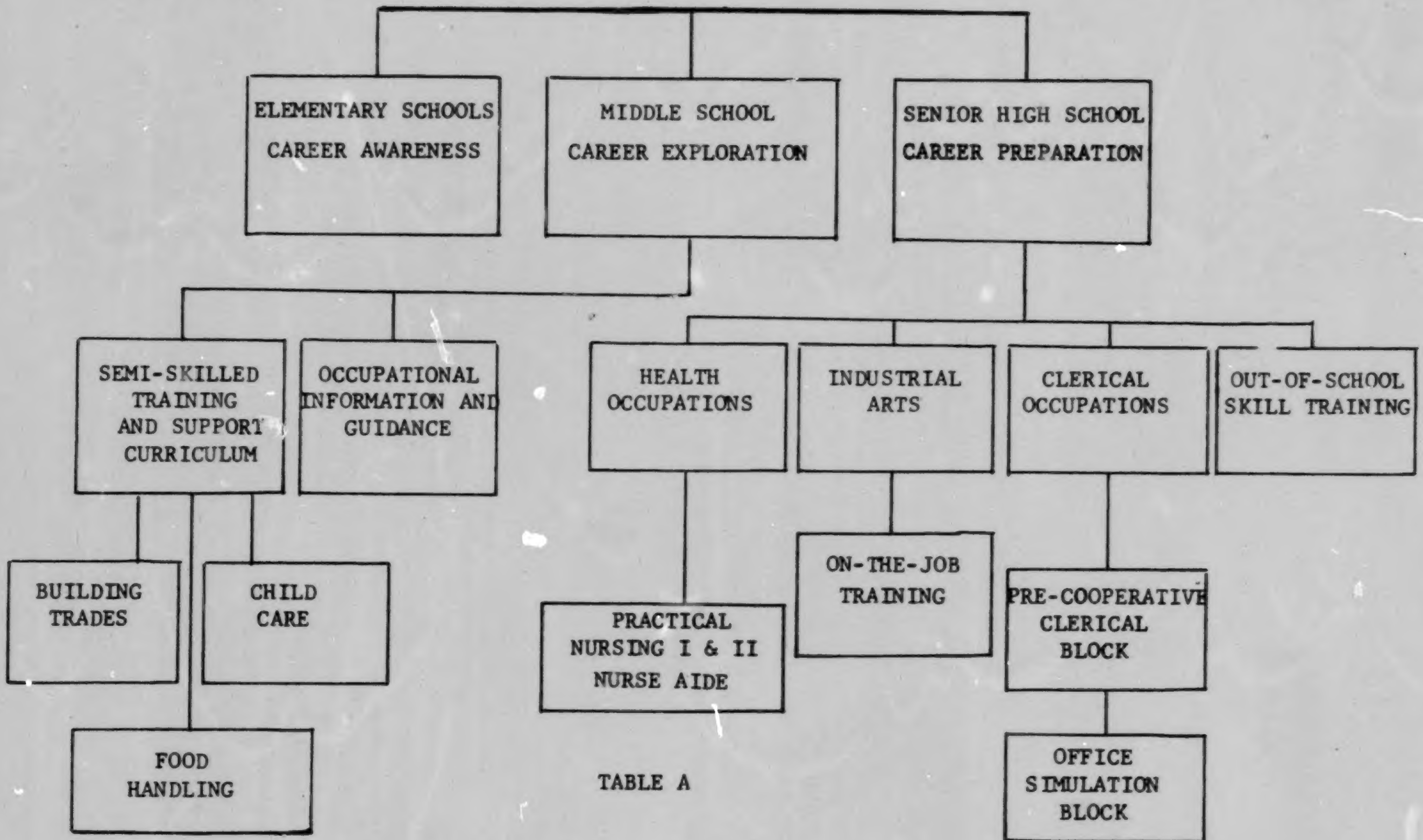

ELEMENTARY SCHOOLS CAREER AWARENESS
MIDDLE SCHOOL CAREER EXPLORATION
SENIOR HIGH SCHOOL CAREER PREPARATION
SEMI-SKILLED TRAINING AND SUPPORT CURRICULUM
OCCUPATIONAL INFORMATION AND GUIDANCE
HEALTH OCCUPATIONS
INDUSTRIAL ARTS
CLERICAL OCCUPATIONS
OUT-OF-SCHOOL SKILL TRAINING
BUILDING TRADES
CHILD CARE
FOOD HANDLING
PRACTICAL NURSING I & II NURSE AIDE
ON-THE-JOB TRAINING
PRE-COOPERATIVE CLERICAL BLOCK
OFFICE SIMULATION BLOCK

TABLE A

served by four elementary and two secondary schools which comprise the Carver complex. Direct participation was extended to 4200 students, well over 50% of the student population, although all students were indirectly exposed to program activities.

At the elementary school level 3500 students took part in the program. At the middle school and high school levels, the second year of the program operation accommodated approximately 715 students in the following ways:

75 students in the comprehensive instructional unit emphasizing the semi-skilled trade of building construction

60 health occupations training

140 clerical-skill training

15 on-the-job training

425 Industrial Arts training

In addition to the participation of the school enrollees, 39 out-of-school youth were afforded the opportunity to enroll in night courses in auto-mechanics and mechanical drawing for the first two years only.

2. Criteria for Selection of Participants

All elementary students in the participating schools will automatically be included in the program. Students in the middle and senior high schools will be selected by referral from counselors, teachers, and principals. Over-aged students and those whose poor academic record, spasmodic attendance, or severe economic situation indicate the need for immediate skill training to prevent a dropout situation, will be encouraged to take advantage of the program. Those who do not plan to attend college will also be encouraged to enroll.

In the area of clerical training, the programmed instructional typewriting curriculum will be used in regular 12th grade typing classes; the Pre-Cooperative Clerical Block will be for 11th grade students only; and the Vocational Occupations Block requires that those participating be 12th graders planning to enter the work force after graduation from high school.

Participants in the out-of-school training program will be selected through application and/or interview and will be chosen on the basis of criteria developed by the Project Director, School Vocational Coordinator, and the Out-of-School Instructor.

3. Participation of Non-Profit Private Schools

The one parochial elementary school in the Carver complex participated in all phases of the elementary World of Work program. Its enrollment of 345 students is included in the number of participants discussed in Section 1 above.

C. Methods and Materials:

1. Elementary Level

The instructional materials developed in the World of Work project were adapted to each grade level in the elementary schools. This material was incorporated into the regular school program and enriched with additional material assimilated and distributed by the elementary vocational advisor.

2. Middle School Level

At the middle school level, project personnel assembled teaching materials for a core curriculum to support semi-skill training in building construction, food handling and child care. The core curriculum combined language arts, mathematics and science programs to correlate with the practical aspects of the occupational training field and with direct practical application through simulated work experience programs.

World of Work materials already developed for grades 6, 7, 8, and 9 were utilized and refined for this program component.

3. Senior High School Level

A vocational coordinator provided individual guidance, expecially at the twelfth grade level, and secured on-the-job training slots in the community for students enrolled in industrial education classes.

Health occupations (practical nursing) instructors provided, through realistic job simulation situations, training in a field currently suffering severe personnel shortage in New Orleans.

The Pre-Cooperative Clerical Block for eleventh grade students was a two-hour block of time for students who wanted to enter the cooperative office education program. The main goal of the course was employability, by giving students an opportunity to determine their interests and qualifications and a chance to remedy individual problems prior to their entrance into the part-time world of work. Individualized instruction and guidance was utilized, including regular use of small packets of programmed instruction.

Individually programmed instruction was utilized in teaching Typewriting I to students in grades 10, 11, and 12. The activities in the two typewriting classes included in the Individually Programmed Instruction (IPI) was primarily student-directed, as opposed to the traditional teacher-directed. The materials proposed were Basic Gregg Typing I and II by Ferguson and Nalipa and Basic Gregg Typing III by Wood and House.

The Vocational Office Block was a two-hour block of time combining Typewriting II and Clerical Office Practice. These courses were previously taught separately. In the VOB they were taught in one block so that previously learned skills and knowledges could be refined and strengthened and integrated with new information in the setting and through the activities of a simulated office environment. Conventional textbooks and materials were used for basic instruction and reference. Materials developed through the Michigan State University Research and Development Grant #21-2502, Project #7029, material developed by the New Orleans Public Schools and Dominican College Adult Education Center, and material supplied by publishers were utilized in the Vocational Office Block.

4. Out-of-School Level

Specially taught job entry skills in the field of drafting and automotive mechanics provided school dropouts and unemployed out-of-school youth with basic skills necessary to obtain employment. Both courses were taught three evenings per week - auto mechanics for a thirty-six week period, and drafting for an 18 week period. Services of the O.J.T. Coordinator for vocational guidance and job placement were made available to participants, who attended the classes near their homes at Carver Senior High School. Participants progressed at their own rate of speed, using materials available through the New Orleans Public Schools, including World of Work curriculum supplements.

D. Administration

See TABLE B for a schematic representation of The Administrative Structure of the Exemplary Program for Occupational Preparation.

As TABLE B indicates, the teachers and vocational advisors of the Exemplary Program are answerable to the School Vocational Coordinator who was in turn responsible to the Project Director. The Project Director of the exemplary program is also the Supervisor of Industrial Education for the New Orleans Public Schools. Because of this permanent position on the school staff, the Project Director could easily function within the priorities of the school system, could use the resources of the Division of Instruction, and could better coordinate the proposed exemplary program with the regular instructional organization.

Project activities required close coordination with the Assistant Superintendent for District III, and with regular school personnel in areas of elementary education, curriculum (especially in regard to the World of Work Program and to the development of core curriculum in the

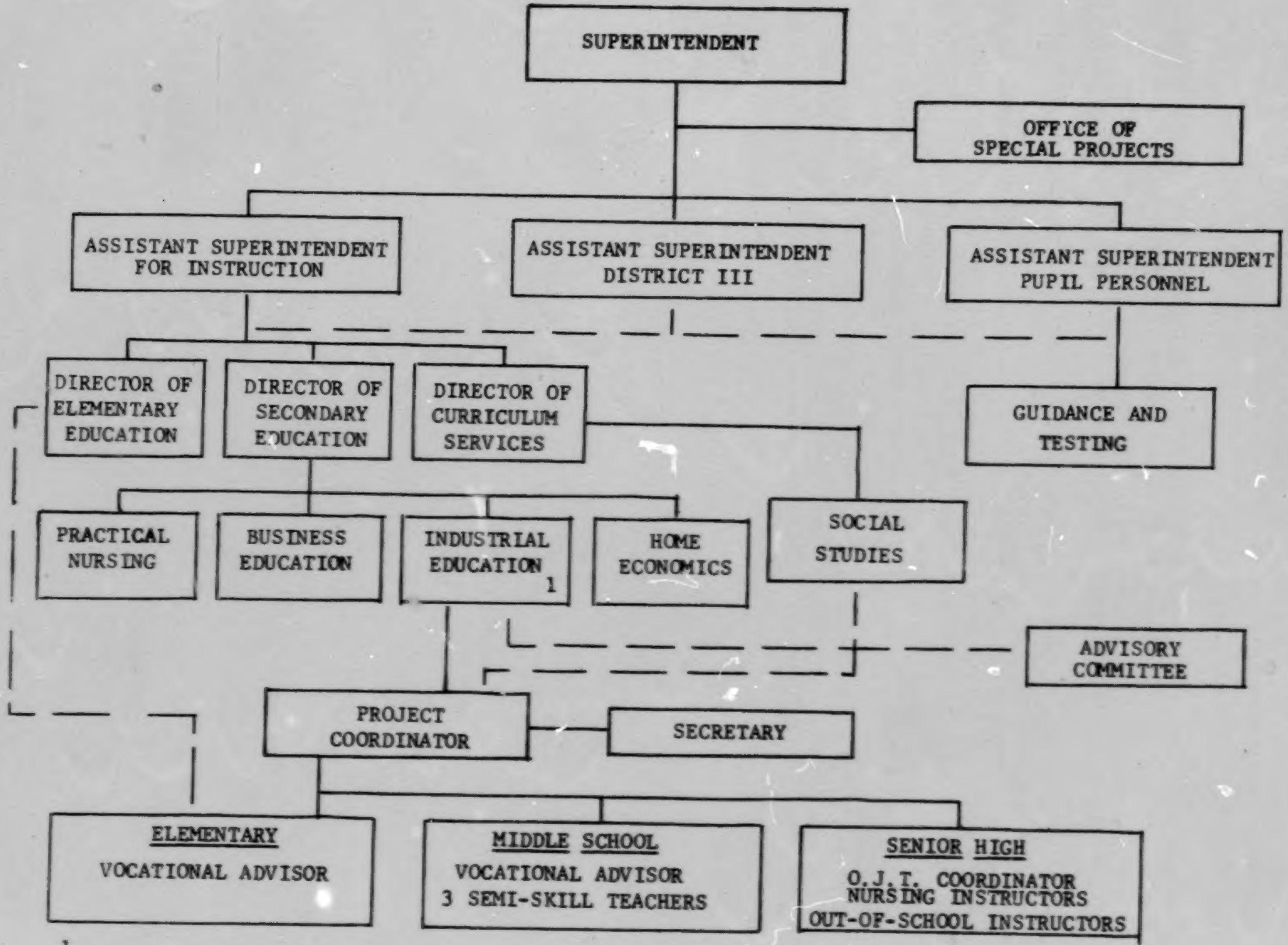

SUPERINTENDENT
OFFICE OF SPECIAL PROJECTS
ASSISTANT SUPERINTENDENT FOR INSTRUCTION
ASSISTANT SUPERINTENDENT DISTRICT III
ASSISTANT SUPERINTENDENT PUPIL PERSONNEL
DIRECTOR OF ELEMENTARY EDUCATION
DIRECTOR OF SECONDARY EDUCATION
DIRECTOR OF CURRICULUM SERVICES
GUIDANCE AND TESTING
PRACTICAL NURSING
BUSINESS EDUCATION
INDUSTRIAL EDUCATION 1
HOME ECONOMICS
SOCIAL STUDIES
ADVISORY COMMITTEE
PROJECT COORDINATOR
SECRETARY
ELEMENTARY
VOCATIONAL ADVISOR
MIDDLE SCHOOL
VOCATIONAL ADVISOR
3 SEMI-SKILL TEACHERS
SENIOR HIGH
O.J.T. COORDINATOR
NURSING INSTRUCTORS
OUT-OF-SCHOOL INSTRUCTORS

TABLE B

THE ADMINISTRATIVE STRUCTURE OF THE EXEMPLARY PROGRAM FOR OCCUPATION PREPARATION

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[1] Project Director

]

middle school level), and in the vocational areas of practical nursing, business education, home economics and industrial education.

Since an important aspect of the proposed exemplary program was the guidance component, the Division of Pupil Personnel of New Orleans Public Schools, with its subdivision of Guidance and Testing, played an important supportive role in vocational guidance and in direct individual counseling with the students in the program.

In addition to support of the professional school staff, the Project Director kept in close contact with a two-pronged advisory committee which linked the project with the community and with the business world. The community was represented by one person from each of these groups: Title I Advisory Committee, Model Cities Committee in the Desire Area, and one parent group from each school, and the Desire Area Community Council (OEO Neighborhood Council). Business had one representative from each of these sources: Louisiana Division of Employment Security, Delgado Trade School, Cooperative Area Manpower Planning System, Concentrated Employment Program, Chamber of Commerce, and Orleans Area Vocational-Technical School.

RESULTS AND ACCOMPLISHMENTS

Year 1970-71

In the elementary component many students gained an increased awareness of occupations and related aspects of the world of work. Fieldtrips afforded the students an opportunity to expand their experiences and contacts with people. In many instances, this was the first time they had had the opportunity to visit places of business. Related classroom activities reinforced the role of jobs in our society. Resource personnel who came into the schools were very well received and added a dimension to the instructional program so often omitted. Teacher cooperation, while not 100 per cent, was sufficient to influence most of the students in a positive manner.

It is indeed safe to project that many students in this component were anticipating more experiences of this type for the next school session.

In the middle school component, some measure of progress in vocational awareness was recorded. The middle school component had two basic thrusts; semi-skilled training for over-aged potential dropouts and world of work orientation for the school at large.

One semi-skilled class in basic carpentry was instituted during this session. Approximately 20 classes were engaged in vocational information or world of work orientation sessions on a continuing basis.

The activities planned for the middle school were not fully implemented because of a complexity of problems. These problems revolved around a lack of common agreement on procedure and acceptance of responsibility, shared by many persons.

There is much room for improving this component to achieve greater student involvement. Steps are now in progress to insure that all three semi-skill classes function, and that the world of work information is extended to all students of the Carver Middle School.

In the senior high school, progress was very evident as a result of the vocational guidance sessions conducted for the classes related to the E.P.O.P. activities. The students were exposed to a type of counseling which the regular counselors usually do not have the time to give. The students were very receptive to our staff being available to them in assisting them to approach the job world.

The receptiveness of students to the thrust will, in turn, impress many teachers with the need to give priority to vocational information during their regular instructional activities.

The On-the-Job Training aspect resulted in four students being placed in job slots. We consider this progress when considered against the very poor, depressed job market of the New Orleans area. Considerable news and press coverage is being given to the current state of the economy and high unemployment nationally.

Unquestionably, on-the-job training is necessary, but the times are mitigating against the success of this component. In this last quarter we have secured a few developments which should lead to our placing more students on jobs during the next school session. Increased awareness of the benefits of this component on the part of Carver Senior High personnel should lead to more interested, eligible students being made available to us. Courses of study are being modified and more offerings considered to give students more entry level and marketable skills.

The Adult evening component lagged in attendance; however, with the current community school being initiated, this problem should diminish. When these classes are incorporated into the community school structure, E.P.O.P. can expand its thrust to get more persons interested in drafting and automotive mechanics.

Enrollment of 21 for automotive mechanics and 8 for drafting indicate an interest in these courses.

Year 1971-72

In the elementary component, a significant increase in activities was recorded during the year. Many students gained increased knowledge of occupations and awareness to the world of work. Field excursions, demonstration lessons, visiting resource workers and role playing were high in the priority of activities leading to the results achieved.

It is safe to project that many students in this component were anticipating more experiences of this type as they continue to express their satisfaction.

In the middle school component the greatest measure of activity was manifested from a program of only one semi-skilled carpentry class and occupational orientation, sessions reaching only 20 classes at the beginning of the year, the component achieved full implementation. By the end of the year, all classes were receiving vocational orientation through the weekly Career days, and three semi-skilled course areas (Carpentry, Food Handling, Child Care) were operational and fully enrolled. Staff and teacher cooperation was very high. This fully demonstrates the school accepting the challenge to achieve the E.P.O.P. objectives.

In the senior high school, progress was shown by the increased number of O.J.T. slots obtained and the interest shown by students in the vocational guidance sessions.

Improved occupational awareness on part of teachers and students provided a basis for planned curriculum change. Course addition or revision will lead to greater opportunities for the students of this level. Interest is manifested through the fact that students are thinking in terms of a broader range of alternatives in their future.

The Out-of-School Youth component operated in conjunction with the Model Cities funded Carver Community School in the evening. Through excellent support and guidance, improved enrollment and attendance in the E.P.O.P. Automotive Mechanics and Blue Print Reading classes was observed. The need for offering more alternative skill-training opportunities continues to exist.

The progress achieved by the E.P.O.P. program as of the end of this reporting period is significant and the staff is enthusiastic to work toward the implementation of the recommendations and its continued growth.

Year 1972-73

The third year of operation saw a significant increase in activities. Aside from the staff meetings, preparation of materials for distribution and increased field trip entries, the E.P.O.P. staff participated in a series of meetings with Dr. Dean Andrews in developing both the product and process objectives for use at all component levels. As a result of these meetings, a clearer insight into the evaluation design was developed.

It was during the summer of 1972 that the local School Board announced a plan to achieve faculty desegregation in each school to insure compliance with appropriate guidelines. Of particular concern at this level was the fact that many teachers of the elementary schools served by the project were transferred. Thus, meetings with the elementary principals were arranged to identify the number of those newly assigned to each school and to arrange a meeting with them.

The conferences with the newly assigned faculty proved fruitful, as most seemed enthusiastic to know more about the program. In subsequent meetings the advisor distributed booklets on Suggested Activities and Suggested Unit Outlines on Career Development. The effective use of materials and equipment available was also discussed. It was the task of the advisor to assist and advise teachers in the utilization of these materials relative to daily course work and the world of work program.

During the classroom visits, tests measuring attitude towards work, picture identification of workers and a work habits survey were administered to randomly selected groups of students. (Approximately 1,000 students) Demonstration lessons were also presented in the classes of newly assigned teachers, particularly at the fifth grade level. The advisor used the series of filmstrips produced by the Society for Visual Education entitled "Foundations for Occupational Preparation."

The increase in fieldtrip excursions to business and industry which manifested itself at all grade levels, was directly related to the increase in classroom activities in occupational awareness. As previously mentioned, the trips served as reinforcement to what had already been explained in class. In most instances, further classroom activity was stimulated after the excursion had been completed. Many classes were seen role playing the numerous aspects of the occupations viewed.

In the area of staff development and dissemination, the advisor:

A. Attended the Convention of the Louisiana School Board Association in which Dr. Kenneth Hoyt was the main speaker and resource person on Career Education.

B. Participated in the Regional Conference of the Joint Legislative Committee on Education to consider a proposed state plan for Career Education.

C. Conferred with Mr. Sam Burt, Special Consultant on Career Education on possible plans for implementing activities and procedures successful in E.P.O.P.

D. Spent two days in San Antonio, Texas, observing the local Career Education program.

E. Attended a three-day workshop on Career Education conducted by the Louisiana Department of Education, Baton Rouge, Louisiana.

F. Presented the three level components of the E.P.O.P. Program to members of the Louisiana Association for Supervision and Curriculum Development.

G. Served as resource consultant for the Lafayette Parish Career Education Workshop, Lafayette, Louisiana.

H. Served as resource consultant for a Career Education Workshop conducted by the E.P.O.P. staff for 150 teachers of the Lower Ninth Ward Area Schools. (See Appendix D)

The final major task performed by the elementary advisor within each school was the administration of attitudinal test, picture identification test and work habits survey on a post-test basis to the same randomly selected students. The results were collected, collated, packaged and delivered to Dr. Fred J. Vogel, the independent evaluator.

In an effort to expose all students at the Carver Middle School to World of Work information, there was a continuation of weekly Career Day activities, career related fieldtrips, use of community resource persons, effective use of filmstrips, records, lesson plan booklets, outline of suggested career instructional activities, films and other materials available.

There was pre and post testing of randomly selected students in grades six, seven and eight at the Carver Middle School. The Work Habits Rating Scale was administered to students in grade seven and the Attitude Toward Work Questionnaire was administered to students in grade six and eight.

The E.P.O.P. vocational advisor at the Carver Middle School presented demonstration lessons for newly assigned teachers requesting help in implementing career education lesson plans. In addition, the vocational advisor involved the entire faculty of Carver Middle School (except the physical education department) in teaching lessons four and five in the E.P.O.P. prepared booklet entitled Lesson Plans - Career Guidance (Grades 6-8). (Appendix B)

The Coordinator and the Middle School Advisor made a two-day visit to the Pittsburgh, Pa school system to observe the Occupational, Vocational and Technical Exploratory Program for grades 6-8 in operation.

Scheduled counseling and guidance sessions on a one-to-one and group basis with students enrolled in the E.P.O.P. semi-skilled classes and regular classes were conducted by the middle school advisor. The students were accepted by referrals from administrators counselors, teachers and at the request of students.

Interviewing of over-aged and potential dropout students for semi-skilled classes was completed and ninety students were placed. The increase in the number of students placed this year is due in part to having three full time teachers for the instructional phases of the semi-skilled classes.

Of the ninety students enrolled in the E.P.O.P. semi-skilled classes, a total of ten students dropped out of school and of that number eight were placed on jobs related to their semi-skill training, one enrolled in Job Corps and one did not respond to efforts to place him.

All remaining over aged and potential dropout students in the semi-skilled classes in carpentry, child care and food handling, (with the exception of one student in carpentry) successfully completed enough credits and demonstrated knowledge and application of skills to move to the next grade level.

In each of the three semi-skilled course areas of the middle school component, students were engaged in practical activities related to skills learned. In carpentry, students in morning and afternoon classes built separate model houses from foundation to completion.

In the Child Care Course, students visited child care centers located within the community, observed children, tended children and supervised playground activities. During the second semester children from the community and those of faculty members were accepted and cared for at the child care center maintained by students in E.P.O.P. child care classes at Carver Middle School. Parents in the community were aware of the center within the school and would bring in their children when ever an emergency would occur.

In the Food Handling Course, the practical experiences consisted of setting tables, preparing meals (breakfast, lunch or dinner) and serving foods. The students observed professional food service workers at work in restaurants, prepared and served food in the school cafeteria and prepared and served food to official guest of Carver Middle School. There was some correlation of semi-skilled classes in child care and food handling. Students enrolled in both courses were engaged in cooperative efforts in preparing food for children cared for by the students in the child care classes.

There was a need for a more innovative Industrial Arts program at the Carver Middle School, therefore, the I.A.C.P. World of Construction Course for Career Opportunities was implemented into the curriculum with one hundred-twenty-five students participating.

The efforts of the middle school advisor and the impact that E.P.O.P. has had at the Carver Middle School was realized when the administration requested and accepted suggestions for an innovative career education curriculum from the Middle School Advisor. Plans are now being made to implement the suggested curriculum changes during the 1973-74 school session.

Opportunities for dissemination of E.P.O.P. concepts and objectives were realised when the E.P.O.P. staff participated in conferences sponsored by the Model Committee on Education, formed by the Louisiana Legislature from both the Senate and House of Representatives and the State Board of Education. In addition, guided tours of the E.P.O.P. program were conducted for persons representing agencies from national, state and local levels.

A culminating activity of high priority was that of the workshop sponsored for teachers in a possible expansion area. The E.P.O.P. staff planned and conducted a four-day workshop on career education. Prelimenary feedback indicated a very favorable reaction from the more than 150 participants. The program for the workshop is in the appendix (See Appendix D Exhibit I)

The high school component of the E.P.O.P. program serves students of the Carver Senior High School. All program elements focus at this level - awareness, exploration and preparation.

Through a program of vocational guidance and counseling students are lead to understand the basic job seeking skills. Those students identified with the vocational courses participate in regular sessions. Students interested in O.J.T. arrangements receive a concentrated individual guidance program in preparation for placement. The staff is available to assist students on a walk in basis to consider their vocational interests and apprise them of opportunities available.

The O.J.T. Coordinator and Vocational Counselor divides his time between school and locations for job placement. Considerable attention is given to securing suitable work experiences. A persisting problem is locating an adequate number of appropriate job sites for the students in keeping with their training, skills and interests.

During the current year thirteen students were placed in on-job-training slots out of an estimated 20 qualified.

This component very acutely points up the need for closer cooperation between educators and business-industrial-community leaders. Meaningful insight can only come through cooperative community support and the employer's acceptance of his role in training future employees.

PROVISIONS FOR CONTINUATION

1. The E.P.O.P. O.J.T. Coordinator and Vocational Counselor has been assigned to a regular counseling position at Carver Senior High devoting part-time (2/5) to former E.P.O.P. responsibilities by providing O.J.T. experiences for Industrial Arts students.

2. Vocational counseling activities formerly performed by him will be shared by the regular counseling staff at Carver Senior High.

3. Carver Middle School has included in its staff the teacher to teach one semi-skill-class in rough Carpentry and three classes in I.A.C.P. World of Construction. Tentative approval of a second teaching position for semi-skill classes in Food Handling and Child Care has been initiated to continue the dropout prevention aspect of this component.

4. E.P.O.P. staff, presently reassigned to another Career Education project, assuming their same roles have expanded to include ten schools and will be utilized for in-service training of teachers.

5. One full staff position was assigned to Carver Senior High School to instruct the E.P.O.P. equipped World of Manufacturing classes.

6. The Practical Nursing and Health Occupations classes are being continued through local and state vocational funds.

7. The clerical component, as developed through E.P.O.P., will continue to operate through local funding.

8. Pursuant to conferences with Mr. Sam Burt, Special Consultant on Career Education to the local system, concepts and procedures in effect under E.P.O.P. are evident in the Local Plan for Career Education next fall.

9. A former Assistant Superintendent for Career Education, Louisiana Department of Education, and strong advocate of these concepts has been appointed by the local system as Director of Career Education for the next session. This is a newly created position.

EVALUATION

Year 1970-71

1. Elementary School Level

Objectives at this level pertaining to changes in attitudes and changes in occupational aspirations were measured by instruments designed to match the students' general developmental capabilities.

Results of pre-test and post-test did not reflect any significant differences within schools or between schools in levels of aspiration.

However, a significant positive gain was found between the pre-test and post-test measures of attitude toward work.

2. Middle School Level

No effort was made by the evaluator to measure general changes in attitudes or aspirations because of the difficulties encountered in organizing the program at this level.

However, attendance data available for each quarter and the number of students passing and failing the semi-skilled carpentry class, 17 students completing the class, 71% passed and 29% failed, indicated that the students who passed the course attended school at a significantly higher rate then students who failed, regardless of quarter(s) of attendance.

Further efforts to provide for an objective evaluation of the middle school component of the program included the development of an attitude toward work scale administered to students in carpentry class on a pre-test--post-test basis. Such an instrument was developed by E. S. D. C. and administered to 16 students in the carpentry class in late February. A post-test was administered in late May,1971; however, only 4 of the original 16 students were present for this. It was, therefore, statistically unfeasible to undertake an analysis of this data.

3. Senior High School Level

Here again, no effort was made by the evaluator to measure any changes in attitudes or aspirations. Data used in reporting was primarily derived from teacher-made tests of performance growth and an analysis of attendance records.

Achievement in the practical nurse component was exceptionally high; but, extremely low in the nurse aide component. This would indicate a need for a screening instrument for prospective nurse aide students similar to the one used for practical nurses.

Attendance was high in the above components as well as in the office simulation component.

Year 1971-72

The major portion of the evaluation is composed of an introduction and a section covering the results and accomplishments of each division. The evaluation is actually a resume of the activities performed in the three instructional levels covered by the project as related by the individual coordinators at each level.

With the exception of a brief statement with reference to a definite change, positive in nature, relative to the attitude of administrators, counselors and teachers asa result of a pre-administration and a post-administration of a Vocational Information Questionnaire; and an analysis of pre-test results of the Attitude Toward Work Survey administered to the elementary and middle school students, there is little toward initiating and determining whether the activities being carried on are producing or not producing the desired results.

Nowhere do the conclusions and recommendations reflect whether or not the program or project is accomplishing its objectives and to what degree these objectives are being met or not being met.

It is almost impossible to summarize the Evaluation Report as it, in itself, is a summary of the activities of the project.

Year 1972-73

The third contract year of E.P.O.P. developed under a new evaluation design. The Project Director, responding to the recommendations made during the second action year of the program, contracted for the new design. As a result of the efforts expended by all parties involved, the developed product and process objectives agreed upon a sense of direction and purpose to the project which was missing in previous action years.

A. Elementary School Component

The Vocational Advisor, teachers, and students in the elementary component were completely involved in the various activities included in the E.P.O.P. program.

A new instrument, the Occupational Picture Identification Test, was developed by the elementary Vocational Advisor to be used in the growth of occupational knowledge of students in grades K-5.

This instrument was first administered in November 1972 and the the results were used in developing experiences and understandings designed to increase students' knowledge of occupations. This technique proved satisfactory in that the results of the post-test, administered in May 1973, met the anticipated increase required for successfully satisfying Performance Objective #1.

Steps towards determining students' improvement in their attitude towards work were taken. Teachers administered the Work Habits Rating Scale and the Attitudes Toward Work Questionnaire. Prior to administration, the teachers were instructed in the proper administration and use of these instruments. The desired 10% increase between the pre- and post-test mean scores were not realized. Student gain did take place, however, in both Work Habits and Attitudes Toward Work. These changes occurred even though there were a number of changes made in the teaching personnel of the grades involved.

The elementary teachers, grades K-5, in the E.P.O.P. schools presented career information all during the year to their students through their social studies units. Evidence of the effort of teachers in this area is seen in the participation of both teachers and students in field trips, the use of audio-visual aids and the use of resource speakers. The number of teachers and pupils involved in these activities far exceed what was expected.

Elementary school teachers were instructed in the teachniques of presenting occupational preparation materials to their students. The Elementary School Advisor presented demonstration lessons to achieve this purpose. The presentation of demonstration lessons was considered a critical activity due to the large number of new teachers assigned to the E.P.O.P. schools. This turnover in teaching personnel was due to a new school board policy of integrating all school faculties on a 50-50 racial mix.

The Elementary School Advisor was acutely aware of the problems resulting from this change in teacher personnel. His awareness is indicated by the number of demonstration lessons presented and the number of outlines of suggested career instructional activities distributed. Indications are that teachers and pupils responded positively to his efforts.

The data collected during the third action year indicates that the objectives established for the elementary school component were generally realized. In most instances, the elementary advisor exceeded the specific identifiable goals established for the third action year.

Concern continued to surface throughout the year relative to the number of new teachers being assigned to the E.P.O.P. schools. The Elementary School Advisor, sensitive to this situation, made plans and directed his energies toward insuring a minimum time lag in getting newly assigned teachers involved in the concepts and purposes of the E.P.O.P. project. This effort was a positive factor in the success realized by the elementary component.

In retrospect one may conclude from the tabulations of the data collected for the Elementary School Component during the final year of E.P.O.P., that the objectives were satisfactorily achieved. There is evidence that the staff, the school administrators and the elementary school teachers involved all had a common purpose and established goals which were commensurate with the objectives of the Project Proposal. Much credit for the success of the elementary component must be given to the leadership furnished by the Elementary School Vocational Advisor.

B. Middle School Component

Career education was emphasized in the instructional program by both the faculty and the Vocational Advisor for all enrollees at Carver Middle School during the final action year of E.P.O.P.

Middle School teachers, grades 6-8, taught career oriented lessons on occupational preparation through their use of films and filmstrips, the outline of suggested career instructional activities, and career education field trips. All three means were closely correlated with and integrated into instruction during the final action year. In addition, teachers involved community resource persons in their career education programs.

The degree of coordination among E.P.O.P. courses realized this year through interchange and integration of subject matter, practical activities, and energies of teachers and pupils of the E.P.O.P. semi-skilled courses at the middle school level was commendable.

In this final program year, E.P.O.P. expanded its instructional efforts and services within the Carver Middle School. The Industrial Arts Curriculum Project was begun this past September (1972). One hundred and twenty-five pupils, in five classes, began course work in the World of Construction. The teacher's salary was not funded through the E.P.O.P. budget; however, instructional materials and services were provided by E.P.O.P. E.P.O.P. also underwrote the cost incurred in training the World of Construction teacher at Louisiana State University in Baton Rouge, Louisiana during the previous summer.

The career education orientation developed and given to many courses at grades 6, 7 and 8, provided understandable relevance and direction to the educational programs of pupils at Carver Middle School.

Carver Middle School teachers provided practical semi-skilled career instruction to overaged potential dropout pupils enrolled in the three E.P.O.P.semi-skilled courses this year. Likewise, E.P.O.P. teachers provided quite practical activities in their courses. Both the number of pupils enrolled in E.P.O.P. and the number of career education activities provided exceeded the minimum criteria established by the Evaluation Design.

Selected classroom teachers employed a heavy overlay of films and filmstrips in teaching career education lessons on occupational preparation. Teachers also involved community resource persons wherever appropriate. The number of field trips made during this final program year increased considerably.

An instructional emphasis worthy of special note during this evaluation year was the practical "on-the-line" career experiences that the E.P.O.P. instructors provided for their pupils. These experiences undoubtedly contributed to the holding power of E.P.O.P.

On the basis of the finds of pre-test data, instructional emphasis continued to be directed toward improving work habits of pupils and the attitudes of pupils toward work during this final program year.

While pupils in E.P.O.P., grades 6-8, tended to improve their work habits and their attitudes toward work, additional instructional emphasis is indicated in order to encourage and aid E.P.O.P. students toward improvement.

The instructional materials and consultative service made available to teachers (lesson planning, development of resource units, and suggested career instructional activities) assisted teachers in their career instructional efforts with their pupils.

To vitalize further career education for E.P.O.P. pupils and for pupils in Carver Middle School, the Vocational Advisor and/or selected classroom teachers showed career films to pupils on a weekly basis. A majority of the pupils enrolled at Carver Middle School have viewed career films on a weekly basis during the final program year.

A significant majority of E.P.O.P. pupils generally responded positively through the final action year to the semi-skilled core course provided for them in the Carver Middle School. The average of the work done by pupils in the three E.P.O.P. courses was evaluated by the E.P.O.P. teachers to be average (C) and better (C+).

The holding power of the semi-skilled courses for this evaluation year, however, fell short of the objective criterion set in the Evaluation Design. Eighty-three of the initially registered 96 E.P.O.P. students remained with the program through the year. The program fell .2% short of meeting the standard set for pupil continuance in the program by the Evaluation Design.

Because of the Orleans Parish School Board policy, initiated at the beginning of the last action year, of integrating faculties within all schools of the system on a 50-50 racial mix basis, some dislocation of teachers resulted at the Carver Middle School. Because of this policy implementation, 37 teachers were newly assigned to Carver Middle School at the beginning of this academic year. All newly assigned teachers were, however, oriented to E.P.O.P. by the Vocational Advisor during the first quarter of the school year.

Anticipating implementation of the 50-50 faculty racial mix, the in-service education program planned for teachers during the summer of 1972 was postponed. An in-service education program for teachers of Carver Middle School is planned and will be executed during the period June 12-15, 1973 of this final program year.

The efforts of the Vocational Advisor in staff development activities and in consultative services added to the quality of career education programs and experiences for pupils of the Carver Middle School during this final program year.

The objectives of E.P.O.P. appeared during this final action year to be generally understood and accepted by the faculty and the staff of Carver Middle School. Teachers directed their instructional efforts and their activities toward achievement of E.P.O.P. objectives. The Vocational Advisor channelled his energies and his activities in support of the content and the intent of E.P.O.P. as defined in the Project Proposal.

C. High School Component

Of the nine objectives in the E.P.O.P. High School Component, two of the five product objectives and two of the four process objectives were met successfully.

The third action year was a successful one. Probably one of the reasons for this was the utilization of a new evaluation design. The design gave the staff and teachers specific measurable objectives which they could use to determine how well they were progressing on every dimension of the program.

In the case of the High School Component, a new Vocational Advisor was brought in late in the second quarter of the school year. He was able to adapt himself to the program in a relatively short period of time largely because he knew what was expected of him, and could readily establish the parameters of the program.

However, in starting late in this final year of the program, the Vocational Advisor did not have enough time to develop fully the requirements of all the objectives. Pre-tests were not administered until the third quarter; therefore, post-test results administered in the fourth quarter did not evidence the effect that instruction and experience could possibly have on students. In addition, the Project Coordinator had to work more closely and spend more of his time in helping the Vocational Advisor with such activities as scheduling group meetings, developing performance tests and visiting student-learner sites to evaluate students' progress on jobs.

Despite the changes in personnel, the objectives of the High School Component were dealt with effectively. Not all of them were realized, but real progress was made with the faculty and staff of Carver Senior High School relative to the purposes and goals of E.P.O.P. The third action year was handicapped by not having a Vocational Advisor at the beginning. However, E.P.O.P. at the high school level regained its momentum and completed the final action year quite satisfactorily.

EVALUATION

Three Overall Program Performance Objectives, which were established by the Evaluation Design, were used in evaluating the overall effectiveness of the project. Of the three objectives, two (Performance Objectives I and III) were designated for use by the Evaluator in presenting the evaluation of the program. The remaining objective (Performance Objective II), involving minutes of the Orleans Parish School Board, was designed for use by the Project Director in the presentation of his report.

A. Performance Objective #1

The project staff will develop an Exemplary Program for Occupational Preparation as indicated by the successful achievement of at least 75 percent of the objectives and by a rating by the on-site committee of at least a mean of 72 points on the Rating Sheet for Exemplary Projects.

As indicated, the baseline data were drawn from the evidence of success of the program. The table below was developed from the data collected from each component of E.P.O.P.

THE EXTENT THAT PROGRAM OBJECTIVES WERE ACHIEVED
AS INDICATED BY THE EVALUATION REPORT

Component	Total No. of Product Objectives	No. of Product Objectives Achieved	Percent Achieved
Elementary School	2	1	50%
Middle School	3	3	100%
High School	5	2	40%
TOTAL	10	5	50%

Ten product objectives were identified but only five or 50% of them were successfully completed. Thus the anticipated 75 percent achievement level was not realized. The application of effort towards the realization of each objective by each component of the project is explained in detail in the body of this report. Factors involved in the determination of the degree of success are also spelled out in detail. The statements which follow are designed as summaries of materials previously presented. They are partially reviewed here as part of the evaluation of overall program objectives, the achievement of which are presented above in table form.

One of the product objectives in the elementary school component was not achieved. This objective dealt with pre- and post-test evaluations of work habits rated by classroom teachers. Because of School Board policy implementing a 50-50 racial mix of teaching personnel, many of the teachers rating students on the pre-test were not present to rate them on the post-test. Therefore, it was not possible to report, with any degree of accuracy, changes which may have taken place in the work habits of elementary school students.

The table also indicates that only two of the five high school objectives were realized. The three objectives not achieved were:

(a) Objective No. 2 dealt with placing students in O.J.T. slots. The Vocational Counselor who was responsible for this task was not appointed until November 28, 1972. It is assumed that this change in personnel hampered much of the progress which should have been realized in placing students in on-job-training situations. However, even though the Vocational Advisor started late in his new position, he did place 60.5% of those eligible.

(b) Objective No. 4 dealt with teacher ratings of the attitudes of students towards work. Again, the turn-over of teaching personnel in New Orleans Parish schools made it impossible to accurately assess the attitudinal changes toward work which may have actually taken place.

(c) Objective No. 5 dealt with the students' knowledge of job-seeking techniques as measured by a test which was developed by the E.P.O.P. Vocational Advisor. The realization of this objective was hampered by the employment of a Vocational Advisor late into the school year (November 28, 1972).

The explanations given above are not designed to justify the failure of E.P.O.P. to reach the anticipated criterion of 75 percent achievement of program objectives, but rather are intended to identify situations which existed which may have influenced achievement outcomes of the stated objectives.

B. Performance Objective #3

The students participating in the E.P.O.P. will improve their attitudes toward work as indicated by ratings by teachers of work habits in the classroom. It is expected that the mean post-test score will be 10 percent greater than the pre-test score on the Work Habits Rating Scale.

The baseline data for this objective was realized from the teachers' observations of students' work habits in the classroom. As previously suggested, the data collected are highly suspect due to the large turnover in teaching personnel. Nevertheless, the following table presents the results of the tests as administered.

A COMPARISON OF THE PRE- AND POST-WORK HABITS
RATINGS MADE BY THE CLASSROOM TEACHERS ON
STUDENTS PARTICIPATING IN THE EPOP

Grade Level	No. of Students	Mean Pre-Test Score	Mean Post-Test Score	Percent Gain
1	30	18.5	20.6	5.8%
3	17	20.1	15.9	-11.3%
5	32	18.2	19.6	3.9%
7	100	48.9	68.4	39.6%
High School				
TOTAL	179	26.4	31.1	17.8%

As indicated in the data above, a total of 179 students from grades 1, 3, 5 and 7 were involved in the pre- and post- Work Habits Ratings made by their teachers. The mean pre-test score of these students was 26.4, their mean post-test score was 31.1. This indicates a 17.8% gain in the post-test scores over pre-test scores. It was expected that a 10% gain would be realized. Based upon the data collected, this objective was realized. However, reassignment of teaching personnel introduced a variable in the rating process which made this data suspect. This suspicion appears to be supported when the data indicated a 11.3 percent loss at the third grade level and a 39.6 percent gain at the seventh grade level. The data reported suggests a 50% percent (approximate) deviation in pre- and post-ratings of students by teachers. This data, coupled with the knowledge that all of the students who were rated on pre- and post-tests were not always rated by the same teachers, forces a reviewer to place limited confidence in the results obtained. The variables involved could not be controlled by either the E.P.O.P. staff or the Evaluator. The data are, however, presented as collected with these observations stated. To be noted also is the fact that each member of the evaluation team worked independently with his assigned Vocational Advisor and reported out his findings and conclusions.

CONCLUSION AND RECOMMENDATIONS

Year 1970-71

The Exemplary Program for Occupational Preparation is very much needed in this Desire Area to provide a more revelant area to the curriculum. More persons within and without the schools do not have an informed, effective orientation to the world of work and are thereby relegated to lower ranks of our economy.

The vocational thrust is not in competition with basic college preparatory instruction, but rather serves to help each individual decide for himself where in terms of his interests and abilities, he will enter the job world. Very clearly students need more alternatives as they progress through school. It is the mission of E.P.O.P. to broaden their capabilities to make wise intelligent decisions and foster success in any choices they make.

Recommendations submitted here are for serious consideration to help the Exemplary Program for Occupational Preparation achieve its objectives. The following recommendations are listed:

1. More time and support be given to publicizing this program to the end that the image of vocational education is improved.

2. More resources be marshalled together to get the business community to accept and give tangible support to the objectives of the program.

3. Vocational education resource persons be brought in to work with the E.P.O.P. staff and teachers.

4. Provide teacher in-service training in vocational information.

5. More adult evening classes be instituted to appeal to a broad segment of our out-of-school youth.

6. More community involvement by drawing on parents and the advisory committee to aid in contacts for fieldtrips and employment possibilities.

7. Objective questionnaires should be devised by the independent evaluators to measure the influence of WOW classes, fieldtrips, and overall influence of school-wide assembly and career programs.

Year 1971-72

A careful analysis of the activities, results and evaluation leads to the conclusion that the E.P.O.P. program has achieved significant progress from its first action year. Many areas of concern a year ago have been resolved through the cooperative efforts of the staffs and teaching personnel. Although some problem areas continue to exist, the direction and potential of the program is in focus, more clearly. A discussion of these problems was covered in the sections on results and accomplishments and also in the evaluation.

In general the E.P.O.P. program continues to meet the needs of the students in the schools in the Desire Area by providing a more relevant curriculum. As public schools undertake the challenge of mass education, it is quite obvious a significant number of students receive inadequate preparation. Many persons in or out of school do not have an effective orientation to the world of work and are thereby relagated to the lowest ranks of our economy. Vocational orientation, for career decision-making, in particular, has had a low priority in the curriculum. Implied in the challenge of mass education is the goal that each individual will become a productive member of society. Therefore, we cannot over-emphasize the need for vocational information and orientation in the curriculum as we train students to become productive individuals.

The activities of the E.P.O.P. project have been acknowledged as necessary and relevant by the teaching personnel and enthusiastically received by the students. The E.P.O.P. staff observed behavioral changes reflecting direct results of the objectives.

Significantly, in the elementary level, the increase in fieldtrip excursions to business and industry, manifested at all grade levels, was directly correlated to an increase in classroom activities regarding occupational awareness.

In the middle school, the full implementation of the three semi-skilled courses combined with weekly career day programs lead to more favorable attitudes, as measured, toward work.

The 300% increase in O.J.T. slots over the previous year and the acceptance of proposed new courses for inclusion in the curriculum reflect the growing acceptance of the objectives.

A real continuing concern to the E.P.O.P. staff is the development of an evaluation design and adequate instruments to measure changes effected in relation to the stated objectives because of the manner in which the objectives are written. In spite of this problem the E.P.O.P. program is moving in the direction of its objectives.

Obviously, certain modifications predicated by insights gained during the first and second program years are required.

The E.P.O.P. staff feel that serious consideration should be given to the following recommendations to help the program achieve its objectives:

1. More community and advisory committee involvement in project functions.
2. More dissemination of project materials in other local schools in order to expand the influence of the program.
3. More community awareness of E.P.O.P. activities and objectives through newspaper articles, T.V., etc.
4. More in-service programs for teachers involved with E.P.O.P. including greater usage of outside resource persons.
5. More intervisitation with programs similiar with E.P.O.P. to exchange ideas and discuss problems common to all.
6. The evaluation design be rewritten to incorporate measurable product and process objectives.
7. More effort exerted to secure upper echelon commitments favorable to the continuation of the program.
8. To continue curriculum expansion and/or revision to include such courses as IACP (World of Construction, World of Manufacturing), General Maintenance, Career English and Applied Mathematics.
9. To reinstitute the Nurse Assistant course into the Health Occupations component with a more sophisticated selection procedure.

As has been noted, the E.P.O.P. is making school more relevant for students of the target area by emphasizing to them the advantages of vocational information. An increased capability to make wise intelligent decisions in terms of a student's individual abilities, needs and interests is an essential goal of E.P.O.P.

The Exemplary Program for Occupational Preparation should increase its impact to establish a program which will be expanded throughout the school system. Its basic developmental approach beginning with exposure to occupations, aspirations and attitude formation, and advancing to specialized skill training, including on-job-training, affords opportunities for students to graduate from high school with entry level, marketable skills. It will further equip students with understandings and attitudes important for progressing on the job.

Year 1972-73

This final evaluation report for the last action year of the E.P.O.P. Project reflects the efforts and products of this team approach to the evaluation of E.P.O.P. for the last action year. The achievements realized in this Exemplary Program for Occupational Preparation suggest that:

-- the objectives set for the program were realistic and warranted

-- the instructional staff and the administration involved developed a knowledge of and an appreciation for the purposes and goals of E.P.O.P.

-- the Vocational Advisor performed a yeoman's task.

It is suggested that the following evidence is indicative of the fact that the concepts of career education as exemplified by this demonstration program, may be permeating the local school system:

-- the interest in the program reflected in the minutes of the Orleans Parish School Board

-- a three-day workshop on Career Education offered in June under the egis of this (E.P.O.P.) experimental program

-- a project proposal which was recently funded which continues and expands the basic concepts of E.P.O.P. into other schools and school programs of N.O.P.S.

-- the use of the E.P.O.P. staff as cadre to assist other schools and other professionals in developing similar type programs for their schools and school system.

-- the requests for information re: the program design and program materials of E.P.O.P.

From this immediate evidence, it is reasonable to conclude that E.P.O.P. has impacted on the educational program of the local school system, on the Greater New Orleans Metropolitan Area Plan for career education. Based upon the same evidence, it is reasonable to expect that E.P.O.P.'s influence will endure as the Louisiana State Department of Education intensifies its efforts in orienting educational programs to include career education.

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APPENDICES

A - F

APPENDIX A, EXHIBIT I
(Original)

Grades 1 - 5, 6 Form ATW-E - "Attitudes Toward Work"

THIS IS TO SEE HOW YOU FEEL ABOUT SOME THINGS. THERE ARE NO RIGHT OR WRONG ANSWERS. CIRCLE EITHER THE YES OR NO ACCORDING TO HOW YOU FEEL.

1. Should all grown-ups work? YES NO
2. Would you like to do an important job? YES NO
3. Do you think you should work to get money? YES NO
4. Do you think people who work make lots of friends? YES NO
5. Do you think people should work hard? YES NO
6. When you finish school do you want to work? YES NO
7. Do you think anybody really wants to work? YES NO
8. Do you think people who work are happy? YES NO
9. Should people get money who don't work? YES NO
10. Do you think people work just for money? YES NO
11. People who don't work are lazy. YES NO
12. When you get a job do you think you will be a good worker? YES NO
13. Should people who have families have to work? YES NO
14. Do you think people who work are unhappy? YES NO
15. Do you like adults who don't work? YES NO
16. Do you think all jobs are important? YES NO
17. Should people ever do a job they don't enjoy? YES NO
18. Would you like to have a summer job when you are old enough? YES NO
19. Would you like to earn money? YES NO
20. When you get older would you like to live on welfare? YES NO
21. Do you like adults who work? YES NO
22. Do you think people who work help other people? YES NO
23. Will you just work hard enough to get by? YES NO
24. Would we be better off if no one worked? YES NO
25. I hope that some day I get a good job. YES NO

APPENDIX A, EXHIBIT II
(Revised)

THIS IS TO SEE HOW YOU FEEL ABOUT SOME THINGS. THERE ARE NO RIGHT OR WRONG ANSWERS. CIRCLE EITHER THE YES OR NO ACCORDING TO HOW YOU FEEL.

1. When you finish school do you want to work? YES NO
2. Do you think all jobs are important? YES NO
3. Do you think people who work are happy? YES NO
4. When you get a job do you think you will be a good worker? YES NO
5. Do you think people should work hard? YES NO
6. Should all grown-ups work? YES NO
7. Would you like to have a summer job when you are old enough? YES NO
8. Would you like to do an important job? YES NO
9. Should people who have families have to work?. YES NO
10. Should people get money who don't work? YES NO
11. Do you think anybody really wants to work? YES NO
12. Will you just work hard enough to get by? YES NO
13. Do you think you should work to get money? YES NO
14. Do you think people who work help other people? YES NO
15. Do you like adults who don't work? YES NO
16. Do you like adults who work? YES NO
17. Do you think people work just for money? YES NO
18. Should people ever do a job they don't enjoy? YES NO
19. Do you think people who work are unhappy? YES NO
20. Do you think people who work make lots of friends? YES NO

APPENDIX A, EXHIBIT III

Exemplary Vocational Materials

Housed Within Each School

I. Living With Your Family

- A. What Is A Family?
- B. The Family Has A New Baby
- C. A Day With Your Family
- D. Family Fun

II. Community Workers and Helpers - Group I

- A. Doctor's Office Workers
- B. Library Workers
- C. School Workers
- D. Supermarket Workers

III. Community Workers and Helpers - Group II

- A. Department Store Workers
- B. Fire Department Workers
- C. Hospital Workers
- D. Television Workers

IV. Food, Clothing, and Shelter

- A. How We Get Our Homes
  - 1. Planning the Home
  - 2. Building the Foundation
  - 3. Building the Shell of the Home
  - 4. Finishing the Home

- B. How We Get Our Clothing
  - 1. The Story of Cotton
  - 2. The Story of Wool
  - 3. The Story of Leather
  - 4. The Story of Rubber

- C. How We Get Our Foods
  - 1. The Story of Milk
  - 2. The Story of Bread
  - 3. The Story of Fruits and Vegetables
  - 4. The Story of Meat

V. Foundations for Occupational Planning

- A. Who Are You?
- B. What Do You Like To Do?
- C. What Is A Job?
- D. What Are Job "Families"?
- E. What Good Is School?

APPENDIX A, EXHIBIT IV

Exemplary "World of Work" Books

Housed Within Each School

SERIES I

- LET'S TAKE AN AIRPLANE RIDE
- LET'S GO TO THE ZOO
- LET'S GO TO THE SUPERMARKET
- LET'S BUILD A HOUSE
- LET'S VISIT THE FIRE STATION

SERIES II

- LET'S VISIT A SHIP
- LET'S GO TO THE FAIR
- LET'S TAKE A BUS TRIP
- LET'S GO TO THE DOCTOR'S OFFICE
- LET'S VISIT THE POLICEMAN

SERIES III

- LET'S VISIT THE POST OFFICE
- LET'S VISIT A TV STATION
- LET'S VISIT A FARM
- LET'S GO TO SCHOOL
- LET'S GO CAMPING

SERIES IV

- LET'S VISIT THE RAILROAD
- LET'S VISIT THE NEWSPAPER
- LET'S VISIT A SPACESHIP
- LET'S VISIT THE TELEPHONE COMPANY

SERIES V

- LET'S PUBLISH A BOOK
- LET'S VISIT MEXICO CITY
- LET'S VISIT THE DAIRY
- LET'S VISIT THE HOSPITAL
- LET'S VISIT THE BANK

SERIES VI

- LET'S VISIT AN ELECTRIC COMPANY
- LET'S VISIT A RUBBER COMPANY
- LET'S VISIT A MINING COMPANY
- LET'S VISIT AN OIL REFINERY
- LET'S VISIT A PAPER MILL

SERIES VII

- LET'S VISIT A FURNITURE COMPANY
- LET'S VISIT A SILVER COMPANY
- LET'S VISIT A BAKERY
- LET'S CHOOSE A PET
- LET'S VISIT A FLOWER SHOP

APPENDIX A, EXHIBIT V

Please identify your profession by placing an (x) in the proper space.

Administrator ______
Counselor ______
Teacher ______

This questionnaire is an attempt to get your opinion on some of the questions that have arisen concerning the use of vocational information in schools. We are interested only in your agreement or disagreement with the following statements, not in the truth or falsity of them. In some cases you may feel that you do not have enough information to make a judgement; in such instances we would like you to make the best judgement possible. Please read each statement and respond to it in terms of your personal agreement or disagreement according to the following plan.

Strongly Agree	Moderately Agree	Moderately Disagree	Strongly Disagree
A	B	C	D

Please select the letter indicating your choice.

1. Vocational guidance should be provided to all children at the elementary level. ______ ______
2. Providing occupational information to elementary school children will help them in choosing their high school courses. ______ ______
3. The making of career decisions begins in the elementary school. ______ ______
4. The elementary school curriculum should be altered in order that a specified time be devoted to the study of career information. ______ ______
5. Vocational information at the elementary level should be imparted through the use of games, plays, clubs, assembly programs, audio-visual aids and excursions__ ______

APPENDIX A, EXHIBIT V (con'd)

6. The elementary school is the ideal level at which vocational guidance should begin ________ ____

7. The success of the guidance program at the elementary level depends largely on the amount of involvement of the classroom teacher. ________ ____

8. Career information in the elementary school should be presented to students by the counselor rather than by the teacher. ________ ____

9. Occupational information has a claim to a place in the elementary school curriculum just as any other information and knowledge. ________ ____

10. The elementary grades are the ideal level at which children should learn about the dignity of work.__ ____

11. Junior and senior high school counselors can be more effective with students who have received career information in the elementary grades. ____ ____

12. Elementary schools providing ineffective vocational guidance may be contributing to future social problems. ________ ____ ____

13. A school program designed to provide occupational information should include a study in values.____ ____

14. In my school, teachers are sufficiently equipped with knowledge of the world of work to provide information about a number of occupations to their students. ________ ____

15. There is sufficient vocational information available in my school to assist students in making educational plans and career decisions. ________ ____

APPENDIX A, EXHIBIT VI

Data - 1971-72

Pre-Test

Please identify your position by placing an (x) in the proper space.

Administrator ______
Counselor ______
Teacher ______

This questionnaire is an attempt to get your opinion on some of the questions that have arisen concerning the use of vocational information in schools. We are interested only in your agreement or disagreement with the following statements, not in the truth or falsity of them. In some cases you may feel that you do not have enough information to make a judgement; in such instances we would like you to make the best judgement possible. Please read each statement and respond to it in terms of your personal agreement or disagreement according to the following plan.

(45 Tested)

Strongly Agree	Moderately Agree	Moderately Disagree	Strongly Disagree
A	B	C	D

Please select the letter indicating your choice.

	A	B	C	D
1. Vocational guidance should be provided to all children at the elementary level. ______	28	11	2	0
2. Providing occupational information to elementary school children will help them in choosing their high school courses. ______	29	10	1	2
3. The making of career decisions begins in the elementary school. ______	14	20	4	3
4. The elementary school curriculum should be altered in order that a specified time be devoted to the study of career information. ______	10	19	9	3
5. Vocational information at the elementary level should be imparted through the use of games, plays, clubs, assembly programs, audio-visual aids and excursions. ______	31	9	1	0

APPENDIX A EXHIBIT VI (Con'd) (Data - 1971-72)

		A	B	C	D
6.	The elementary school is the ideal level at which vocational guidance should begin.	20	17	1	0
7.	The success of the guidance program at the elementary level depends largely on the amount of involvement of the classroom teacher.	22	11	10	2
8.	Career information in the elementary school should be presented to students by the counselor rather than by the teacher.	19	11	7	3
9.	Occupational information has a claim to a place in the elementary school curriculum just as any other information and knowledge.	19	20	1	2
10.	The elementary grades are the ideal level at which children should learn about the dignity of work.	38	3	0	0
11.	Junior and senior high school counselors can be more effective with students who have received career information in the elementary grades.	26	12	2	2
12.	Elementary schools providing ineffective vocational guidance may be contributing to future social problems.	22	13	7	1
13.	A school program designed to provide occupational information should include a study in values.	31	9	1	1
14.	In my school, teachers are sufficiently equipped with knowledge of the world of work to provide information about a number of occupations to their students.	8	17	8	8
15.	There is sufficient vocational information available in my school to assist students in making educational plans and career decisions.	1	9	16	13

APPENDIX A, EXHIBIT VII

Data - 1971-72

Post-Test

Please identify your position by placing an (x) in the proper space.

Administrator ________
Counselor ________
Teacher ________

This questionnaire is an attempt to get your opinion on some of the questions that have arisen concerning the use of vocational information in schools. We are interested only in your agreement or disagreement with the following statements, not in the truth or falsity of them. In some cases you may feel that you do not have enough information to make a judgement; in such instances we would like you to make the best judgement possible. Please read each statement and respond to it in terms of your personal agreement or disagreement according to the following plan.

(45 Tested)

Strongly Agree A	Moderately Agree B	Moderately Disagree C	Strongly Disagree D

Please select the letter indicating your choice	A	B	C	D
1. Vocational guidance should be provided to all children at the elementary level.	38	7	0	0
2. Providing occupational information to elementary school children will help them in choosing their high school courses. ________	32	12	0	1
3. The making of career decisions begins in the elementary school. ________	24	19	1	1
4. The elementary school curriculum should be altered in order that a specified time be devoted to the study of career information. ________	17	19	7	2

APPENDIX A, EXHIBIT VII (Con'd) (Data - 1971-72)

		A	B	C	D
5.	Vocational information at the elementary level should be imparted through the use of games, plays, clubs, assembly programs, audio-visual aids and excursions.	15	18	10	2
6.	The elementary school is the ideal level at which vocational guidance should begin.	36	7	1	1
7.	The success of the guidance program at the elementary level depends largely on the amount of involvement of the classroom teacher.	18	24	1	1
8.	Career information in the elementary school should be presented to students by the counselor rather than by the teacher.	14	14	11	[illegible]
9.	Occupational information has a claim to a place in the elementary school curriculum just as any other information and knowledge.	17	21	4	1
10.	The elementary grades are the ideal level at which children should learn about the dignity of work.	31	13	[illegible]	0
11.	Junior and senior high school counselors can be more effective with students who have received career information in the elementary grades.	27	15	3	0
12.	Elementary schools providing ineffective vocational guidance may be contributing to future social problems.	15	15	9	6
13.	A school program designed to provide occupational information should include a study in values.	28	15	1	0
14.	In my school, teachers are sufficiently equipped with knowledge of the world of work to provide information about a number of occupations to their students.	8	19	13	4
15.	There is sufficient vocational information available in my school to assist students in making educational plans and career decisions.	1	10	25	8

APPENDIX A, EXHIBIT VIII

Exemplary Program for Occupational Preparation

General Guidelines for Field Trips

1. The number of students taking a field trip should be limited to not less than fifty-five, and not more than sixty in order to assure full utilization of bus space and compliance with driver insurance regulations.
2. Parental involvement on field trips is encouraged. (At least two per bus)
3. A telephone call should be made the day before the trip to remind the company of your visit.
4. A thank-you letter by the students or teacher would be appreciated. (See sample below)

SAMPLE THANK YOU LETTER SENT TO THE BUSINESSES, AGENCY OR SCHOOL AFTER THE TRIP.

Dear Sir:

The students and staff of ______________________________
(Name of School)
thank you for the courtesy and attention you offered us
on our visit to ______________________________
(Name of place visited)
It was a most valuable experience for us. The cooperation of people like yourself is vital for building the citizens and workers of tomorrow's society.

Thank you,

Leonard C. Belton /s/
Elementary Vocational Advisor

APPENDIX A, EXHIBIT IX

Exemplary Program for Occupational Preparation

Possible Field Trip Entries

Place	Contact	Students
American Sugar Company	Public Relations 271-5331	5th Grades & Above
American Tel. & Tel. Company	Public Relations 522-4722	
Bunny Bread Bakery	Public Relations 241-1206	
Blue Plate Foods Company	Inez Nunphy 488-6634	4th Grades & Above
City Hall, Mayor's Office	Frank Bertucci 522-6191	
Delgado Trade School	John Cain 486-5403	
Flint Goodridge Hospital	Mrs. Weil 899-4521	
Lakeside Shopping Center	(No Contact Needed)	
Main Post Office	P.J. Bachers 527-2201	5th Grades & Above
Major Industrial Areas of City	(Bus Ride)	
National Airlines	Edward Plaeger 729-3616	
N.O. International Airport	(No Contact Needed)	
Oakwood Shopping Mall	(No Contact Needed	
Times Picayune Company	Public Relations 521-7325	5th Grades & Above
Union Passenger & Bus Terminal	Mr. Hahn 524-8541	
Walker Roemer Dairies	Mrs. Murphy 887-4170	Closed on Wed.
Walking Tour of French Quarter	(No Contact Needed)	
Wylon Beauty Products	525-6377	

APPENDIX A, EXHIBIT X

(Data - 1971-72

	Number of Teachers within School by Grades									
School	K	I	II	III	IV	V	VI	VII	VIII	Total
H.H. Dunn	2	7	6	5	3	6				29
H.S. Edwards	1	7	7	6	7	7				35
R.R. Moton	2	7	7	6	6	5				33
St. Philip the Apostle	1	2	11	1	1	1	1	1	1	10

	Number of Pupils within School by Grades									
School	K	I	II	III	IV	V	VI	VII	VIII	Total
H.H. Dunn	70	220	182	168	88	171				989
H.S. Edwards	70	196	180	170	238	212				1,066
R.R. Moton	70	214	194	197	209	167				1,051
St. Philip the Apostle	25	72	30	38	32	34	28	29	28	345

APPENDIX A, EXHIBIT XI (Data - 1971-72)

Fieldtrips	No. of Students Involved Per Trip	No. of Teachers Involved Per Trip	No. of Parents Involved Per Trip
Bunny Bread Bakery	936	45	30
Blue Plate Foods Company	180	6	6
City Hall, Mayor's Office	450	22	15
Clearview Shopping Center	176	16	7
Dominican College Planetarium	54	3	2
Kenilworth Subdivision	37	3	1
Lakeside Shopping Center	335	25	11
L. A. Frey Meat Packing Company	422	25	17
Major Industrial Areas of City (Bus Ride)	638	36	21
Multi-Oaks Ranch	44	5	2
N. O. International Airport	454	37	12
N. O. Public Library	458	25	14
Oakwood Shopping Center	708	37	21
Times-Picayune Publishing Co.	119	13	5
Walker-Roemer Dairies, Inc.	600	35	18
Walking Tour of French Quarter	289	14	8
Xavier University	92	7	3
TOTALS	6,001	354	193

Total Trips Taken - 55

APPENDIX A, EXHIBIT XII

1971-72

Table 1

Robert R. Moton

Comparison of Pre-Test and Post-Test Attitudes Toward Work Scale

Grade	No. of Students	Mean of the Differences	Standard Deviation	t-Statistic
Second	19	- .1578	5.1236	.1343
	19	+ .5789	4.8912	.5159
	22	-1.0909	8.4847	.6030
	22	-1.5000	7.3662	.9551
	18	-3.1111	6.0282	2.1895*
	21	+ .9047	5.6027	.7400
Fourth	17	+2.1176	3.8059	2.2941*
	21	- .2380	4.3806	.2490
	23	- .0869	4.4508	.0936
	27	-1.8518	5.4328	1.7711*

*Significant at the .05 level

Table 2

Helen S. Edwards

Comparison of Pre-Test and Post-Test Attitudes Toward Work Scale

Grade	No. of Students	Mean of the Differences	Standard Deviation	t-Statistic
Second	26	-1.3461	5.2683	1.3028
	18	- .6666	7.5925	.3725
	24	- .4166	4.6989	.4344
	22	+2.7272	3.9902	3.2058*
	21	- .4285	7.7625	.2530
Fourth	24	-3.8750	4.9371	3.8450*
	22	- .4090	3.5004	.5481
	27	+ .2592	8.3047	.1622
	28	-1.7857	7.1669	1.3184*
	24	-6.3750	3.9652	7.8762*
	22	+ .4090	4.1936	.4575

*Significant at the .05 level

1971-72

Table 3

Henderson H. Dunn

Comparison of Pre-Test and Post-Test Attitudes Towards Work Scale

Grade	No. of Students	Mean of the Differences	Standard Deviation	t-Statistic
Second	22	+5.6299	5.4693	4.8281*
	24	+2.0000	23.0000	1.8290*
	22	+1.7727	7.0503	1.1793
	14	- .0142	11.0705	.0048
	18	- .8333	6.2895	.5621
	13	- .1538	10.8769	.0509
Fourth	31	+1.2903	3.7433	1.9191*
	25	- .6800	4.5617	.7453

*Significant at the .05 level

Table 4

St. Philip The Apostle

Comparison of Pre-Test and Post-Test Attitudes Towards Work Scale

Grade	No. of Students	Mean of the Differences	Standard Deviation	t-Statistic
Second	27	+1.5925	4.6265	1.7886*
Fourth	26	-1.1923	5.3293	1.1407

*Significant at the .05 level

APPENDIX A EXHIBIT XIII

Suggested Activities
and
Information
on
Career Development
at the Elementary Level

Exemplary Program for Occupational Preparation

1972-73

Compiled

by

Leonard C. Belton

under

the

supervision

of

Richard A. Theodore

and

under

the

direction

of

William G. Young

for

use

in

The Desire Area Schools

Henderson H. Dunn Elementary School
Helen S. Edwards Elementary School
Robert R. Moton Elementary School
St. Philip the Apostle Elementary School

Exemplary Program for Occupational Preparation

NEW ORLEANS PUBLIC SCHOOLS

SUGGESTED ACTIVITIES FOR OCCUPATIONAL PREPARATION

Specific Procedures:

I. Relate all subject matter with the world of work and self-development.

   A. Help children to begin to think about what they may become and how the immediate subject matter will help them.

   B. Help children to think about possible careers related to the subject. Let them do research and otherwise become involved before giving them the answer. (Advisor will be compiling occupational materials that will supplement those acquired otherwise).

   C. Arrange field trips to industries, etc., so that children can see and identify with real, live role-models of their group.

      1. Trips should be pre-planned with children as to objectives, etc.
      2. Children should be prepared to ask good, revelant questions.
      3. Interview technique and note taking should be rehearsed.
      4. Parents should be encouraged to participate with children.

   D. Arrange for resource people to visit the classroom as role-models.

   E. Arrange for children to role play the various careers studied. (This is extremely important for children in the lower grades).

      1. Children write, play, and act them out.
      2. Spontaneous role playing. (Children love to play, act and easily exchange identities).

   F. Make bulletin boards relating subject matter to careers. (i.e., "Arithmetic will help you get these jobs"). It is preferable that pictures be used showing minority groups at work. "Ebony" magazine, etc., are excellent sources.

   G. Collect occupational materials related to subjects taught. Keep a scrapbook on jobs related to subject areas.

   H. Help children to study and learn about themselves in relation to subjects and careers studied. Center discussions around the following:

      1. What sort of person do I think I am?
      2. How do I feel about myself as I think I am?
      3. What sort of person would I like to be?
      4. What are my values and needs?
      5. What are my aptitudes and interests?
      6. What can I do to reconcile my self-ideal with my real self?

      7. What outlets are there for me with my needs, values, interests, and aptitudes?
      8. How can I make use of these outlets?

II. Allot time for group and individual guidance with children.

   A. Help them understand and develop proper attitudes toward work.

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    6. What can I do to reconcile my self-ideal with my real self?

    7. What outlets are there for me with my needs, values, interests, and aptitudes?
    8. How can I make use of these outlets?

II. Allot time for group and individual guidance with children.

  A. Help them understand and develop proper attitudes toward work.

B. Help children develop and understand the importance of good personal/ social habits.

1. Grooming
2. Punctuality
3. Talk
4. Courtesy
5. Responsibility
6. Originality, etc.

C. Help children to know themselves better and build a positive self-image.

1. Identify talents
2. Understand aptitudes, interests and abilities
3. Explore attitudes
4. What sort of person am I?
5. What sort of person can I become?

III. Teach the importance and interdependence of all kinds of work. (Teachers should especially examine their own middle-class bias here.)

A. Develop appreciation and dignity for all kinds of work.

B. Develop proper attitudes concerning sex and work. (The line between "male" and "female" work is becoming extremely thin.)

C. Be alert to textbook bias.

D. Help children understand the all-pervasive effects of work:

1. Determines way of life.
2. Determines values.
3. Influences manner of speech, dress and leisure time activities.
4. Determines where family lives, whom they meet, and what schools are attended.
5. Determines whole social and economic status.

E. Work satisfies the following needs:

1. Physiological (food, shelter, etc.)
2. Safety
3. Belonging
4. Feelings of importance, respect, self-esteem, independence
5. Information
6. Understanding
7. Beauty
8. Self-actualization

IV. Set standards equal to those of best schools.

A. Help children to develop realistic pictures of themselves and their competencies as compared to other children with whom they will have to compete on a realistic basis in the world of work.

B. Help children build skills, knowledge, and competencies desired by employers (pleasant personality, good grooming, potential for advancement to more responsible positions within the industry).

ELEMENTARY PILOT PROGRAM WORLD OF WORK

Suggestions Which The Teachers Added To Social Studies Outline

K-6	7-9	10-12
	GENERAL PURPOSES	
Study occupational groups within child's life-sphere Study of conservation as a contributing force to the economy of a nation. In particular a study of the resources of a specific area Study of health and sanitation as it affects the work of a family Study of buying, selling and the use of credit To encourage respect for work and workers of all levels, and to instill a feeling of responsibility for doing one's share Introduce child to new occupations he may never otherwise know about To acquaint the child with the WOW through personal experiences, field trips, invited speakers, reading, discussion, audio-visual aids To make the child aware of who he is and what his capabilities are Should acquaint them with others. Explore ways in which members of the family, community, and occupational groups depend upon each other	Study of wise use of income Information on education available in high school	In-depth study of interest rates, installment buying, and comparative shopping Developing a deeper understanding of the qualities employers expect of employees I think that the role of the counselor is very important. Students should be helped to see their own potential--Career goals should be realistic

K-6	7-9	10-12
	GENERAL PURPOSES (CONT.)	
Illustrate economic value of work as means of acquiring necessities of life		
Assist in visualizing utilization of basic talents and skills in terms of employment		
Understand importance of work in national life and world. Also include interdependence with peoples of the world		
Stress our dependence upon skilled and unskilled labor for things we use every day		
How far do you go in helping them develop interpersonal relationships? Units on how to handle anger, prejudice (for example)		
Develop good health habits (correction of physical defects).		

K-6	7-9	10-12
DEVELOPMENT OF SELF-CONCEPT		
To give accurate, up-to-date information about all phases of work in our present society	Concept of freedom in relationship to personal security and social control should be expended through all grades	
To help build satisfying social relationships in the community, whether it be school, home or neighborhood	Identify and deal with problems which may limit one's aspirations	
Developing the concept of freedom in relationship to personal security and social control	Discover the relationship of school work to specific jobs and occupational groups	
Study of differences and similarities of people so self-image of differing students is not damaged	Understand how interests develop and continually change	
Look into other relations in family circle, try to find highest in cultural plane for influence	To recognize his own strengths (or abilities) and weaknesses	
Amplification of value of self in terms of contributing capacity in a society		
Understanding of personal satisfaction to be derived from accomplishment which has value for others		
To come to an understanding of why he reacts to situations as he does. The pupil has to believe in himself if he is to develop his potentialities		

K-6	7-9	10-12
DEVELOPMENT OF SELF-CONCEPT CONT'D		
Experience some success and acquire some skills in school work. Need to develop value of individual in attitude of teachers, administrators and parents		
Use of role play and dramatization. Children need to know who they are, what their lives are for, what is worth working for, a meaningful role for their lives		

K-6	7-9	10-12
	DECISION MAKING	
Assisting in acquisition of a concept of a reasonable and logical pattern of interrelationship and mutual interdependence		By testing self in new experience and new roles, do you include experiences in jobs and on-the-job training?
Could you give examples of data gathering?		
Develop a relationship between education and occupation. Show the importance of education to a trade or profession. Eliminate the isolated view of school and the outside world		
To present materials that offer experience in problem-solving		

K-6	7-9	10-12
UTILIZING COMMUNITY RESOURCES		
Bring speakers into the schools: fireman, policeman, postman, etc.	Study agencies which aid in job-hunting or which offer help in solving problems related to health-welfare	To continue study of community agencies with understandings of funding functions and interviews with resource persons.
Have different parents come into school and explain their jobs, and the requirements for this job		
A perusal of advertisements for the procurement of employees, the requirements and the remuneration		
Begin to acquaint children with helping agencies in school first, such as visiting teacher, nurse, then expand to community with Mental Health Unit, others		

K-6	7-9	10-12
	OCCUPATIONAL INFORMATION	
Study the parent's occupations	Study the interrelationships among various occupational groups considering the future outlook for each. Pay particular attention to groups of jobs which are typical of your city and region. (geographical)	
Have child gather information and write paper on favorite relative or friend they admire and their occupation stressing educational requirements		
Perhaps the dignity of any kind of work might be stressed		
A comparison of existing service needs with available servers and services		
Collecting books and magazines offering instances of the function of various services		
Projects in creative areas in which services are illustrated as described		
Stress the fact that scientific technology is constantly changing our environment, so some jobs will no longer be necessary, and other jobs will come into existence which we do not now know about.		
All honest work is worthwhile.		
Stress pride in job		

UTILIZING COMMUNITY RESOURCES

K-6	7-9	10-12
Make frequent use of field trips to places of work within the school and immediate community	Continued parental involvement in conducting field trips but with gradual shift of emphasis to students carrying leadership responsibilities for planning such field trips	Continued use of resource persons with emphasis on specific career interests of small groups of students meeting with individual from that occupational category
Interview parents (mothers and fathers and other relatives) concerning work in the home and division of labor	Continued use of resource persons in progressively more sophisticated occupational categories	Continued use of field trips for specific individuals and small groups interested in that career category
Study other societies from primitive through agrarian to industrial-technical	Continued use of school exhibits, assemblies, career day activities and similar programs to acquaint youth with careers at the local, state and national levels	School exhibits focused on regional colleges, training programs, industrial and business organizations within the immediate community and similar exhibits, assembly programs, and other activities of a more mature nature
Seek parental involvement in planning and conducting field trips with and for small groups of children	Field trips become increasingly more specific in terms of purposes and needs of individual or small groups of students	
Seek total school involvement in development of school exhibits, assembly programs and similar activities		
Teachers develop a list of resource persons and prospective sites for field trips		

K-6	7-9	10-12
	GENERAL PURPOSES	
Understand importance of work in personal, family and community life	Understand importance of work in regional, national and world affairs	Refine and extend understandings of occupational information
Study occupational groups within childs life-sphere	Study occupational organization and interrelationships	Explore occupations relevant to one's career goals
Develop wholesome self-concept and personal values appropriate to effective interpersonal relationships	Extend self-concept to higher level of maturity and apply to occupational aspirations	Refine and extend self-concept and values, and and apply to plans for career selection
	Develop understanding of relationship of values to job satisfaction and performance	

K-6	7-9	10-12
	DEVELOPMENT OF SELF-CONCEPT	
Study of family and peer influences in shaping self-image	Declining family influence and increase in peer influences	Specific shaping of beliefs and values related to occupational choice
Effect of personal and social needs (needs for acceptance, self-esteem and self-realization)	Emergence of more precise personal and social aspirations. Emergence of occupational aspirations, continued needs for acceptance, self-esteem and self-realization	Specific shaping of occupational aspirations in relation to one's personal and social needs
Influence of play and other social activities in developing self-concept	Study of interest, intelligence and personality as part of one's abilities and characteristics as related to jobs and careers	
	The transition from fantasy to tentative to reality oriented conceptualizing regarding careers	

ROUGH DRAFT ELEMENTARY REPORT
KINDERGARTEN, FIRST AND SECOND GRADES

I. PURPOSES

A. To increase the child's self-image.

B. To develop occupational communication and understanding between pupils and parents.

C. To understand the jobs of workers directly associated with the operation of the school, and to begin to develop the concept of man's interdependence and interaction with his fellowman.

D. To increase understanding of the services and responsibilities rendered by businesses and other members of the community.

E. To see oneself as a member of the community now and as a worker in the future.

F. To introduce the community helpers and arrange field trips as possible.

G. To help children become aware of buildings and activities in the community. (Example: To introduce the supermarket as a part of the community and to explain how we get our food.)

H. To begin to develop early skills of data gathering.

I. To develop positive attitudes towards work and the role that each worker plays in the community through observing the services and responsibilities each worker renders.

J. To answer questions about the child's expanding world such as "What happens to a letter when it is dropped in a mailbox?"

II. METHODS

A. Sharing occupational information through conversation, group discussion and playing games. An outline of examples follows:

1. Ask the children to "name some workers." Compile a list. Discuss.
2. Ask the children to find out the work of their parents. Bring a picture from a magazine (or let them look in class for such a picture) showing the kind of work your parents do.
3. Help the children to make a list of questions which they would ask parents about their work. Have reports on the parental interview.
4. The child plays "the whispering game" with the teacher by whispering to her the job he would like to have when he grows up.
5. The riddle game of "Who Am I?" about workers was played. (Example: "I put bottles on people's porches; what's in the bottles? Who am I?")
6. The children listened to stories, poems, books, and records. (Example: "I Want to Be" series from Children's Press.)

K-6	7-9	10-12
OCCUPATIONAL INFORMATION		
Stress the development of basic generic concepts related to the nature of work and occupations Study the personal and social economics of work Consider the similarities and differences between jobs	Stress the basic generic concepts related to occupations and economic structure Study the interrelationships among various occupational groups considering the future outlook for each Extend study of personal and social economics of work Examine steps involved in preparation for various careers, including education programs and financial assistance Introduce procedures involved in getting a job	Study basic generic concepts involved in occupations and economics as they relate to work in regional, national, and world affairs Continue study of occupational groups and their interrelationships and future outlook for each Continue study of preparation for careers, including educational programs and financial assistance Continue study of procedures involved in getting a job

B. To increase the child's self-image, an oral survey was done with the child answering or commenting on the following things:

1. WHO AM I?--physical features, personality, number in family, aspirations, friends, and abilities. The teacher records the answers.
2. The children were given a mimeographed sheet with a figure with no hair on it. They were asked: "Draw hair like yours on this figure, then color the figure to look like you." A copy is enclosed.

C. Audio-visual Aids were used. The David Cook "My Community" teaching pictures were displayed and the resource sheets utilized in stimulating conversation and obtaining information. Music was used to learn about jobs and in acting out stories. Records and rhythm instruments were played; the group sang songs about workers. Pictures of musicians in military bands, other kinds of marching bands, and in rock groups, as well as of people collecting admission to concerts and shows, were shown.

D. The children expressed feelings and ideas through art media. Crayon drawings, water color paintings, clay modeling was used. A lifesized tracing of each child was made on brown paper and then painted and/or dressed as a worker.

E. The children enjoyed expressing feelings and ideas through dramatic plays. Various materials were provided as props for spontaneous role-playing, including:

1. The play school village was used to locate the school with references to neighborhood structures.
2. Empty milk cartons and other food boxes were used by homemakers and storekeepers.
3. Ropes were used as fire hoses.
4. Old shoulder strap purses became mail bags, doctor's bags, etc.
5. Chairs in a row became a train one day, a bus another.
6. Stick horses, tricycles, wagons served as police cars, fire engines, and ambulances.
7. Old clothing and large scraps of material were turned into uniforms.
8. Blocks were used to build space stations, hospitals, fire stations.
9. The play house area served as a base for departing and returning workers who were fed and taken care of by busy homemakers.
10. Large cardboard puppets (with holes to accommodate heads and hands) depicting members of the family were used to relate the family as members of the working community.
11. Dump trucks were used by carpenters hauling building material or garbage men collecting trash around the room.

F. A unit of work on jobs directly associated with the operation of the school was begun.

1. There was discussion of the duties, responsibilities, and training for particular positions. Jobs defined were the following:

visiting teacher, substitute teacher, secretary, janitor, cafeteria personnel, school policewoman, bus driver, and patrol boy.

2. Tours of the school were conducted and the workers were interviewed.
3. Music, dramatization and creative writing, and drawing were used to talk about the people and what they did.
4. The whole operation of the school system on a very simplified level was presented. Jobs necessary for construction of a school, as well as operation, were shown.

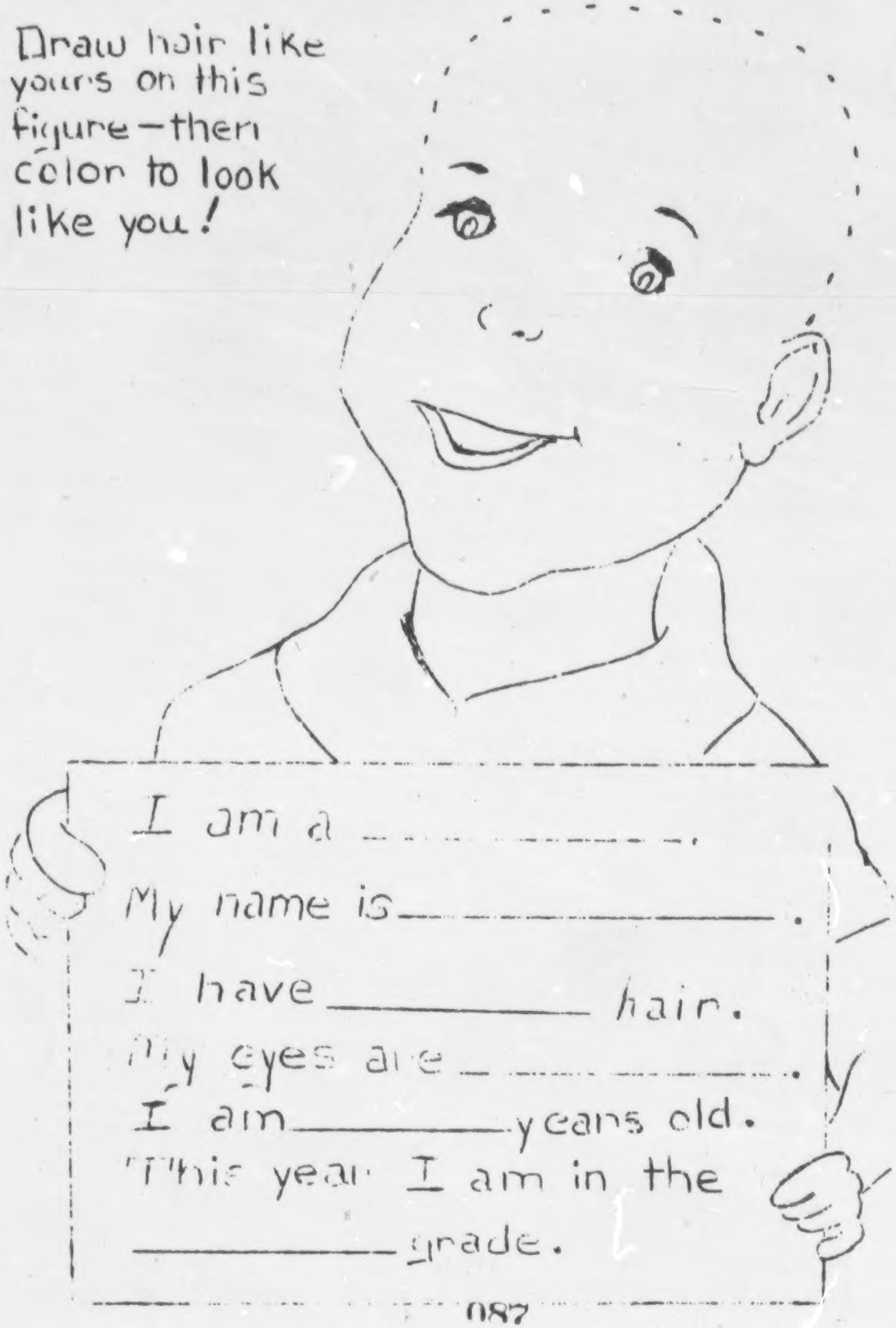
G. Groups took field trips to following:

1. To local fire station.
2. To telephone office. Prior to this trip a unit on the telephone was taught. A telephone kit was loaned to the class. Films and filmstrips were used. Photographs were displayed which traced the history of the telephone over the past one hundred years.
3. To a bakery. There the children were shown a film depicting the history of baking. They toured the plant and each child was given some dough in a pan, as well as some bread and cookies. They took the dough back to school, let it rise, and baked it. They drew pictures of their trip and wrote about it.
4. Before making field trips, the children were surveyed about places they would like to visit. The results were used in planning the trips.

H. The following activities are examples of data gathering:

1. The children recorded weight and height of pupils at beginning and end of year.
2. They kept a health chart checking fingernails, hair, teeth, etc., of all pupils in class.
3. They kept penmanship samples in order to check progress.
4. They kept a record of library books read by all pupils in class.
5. They kept a discipline or "good conduct" chart for each six weeks.
6. They made a chart of helpers in the classroom.
7. They recorded the temperature daily and clipped the weather forecast from newspaper each day.
8. They recorded the growth of plants in the classroom on a graph.

Draw hair like yours on this figure—then color to look like you!



I am a ________.

My name is ____________.

I have ________ hair.

My eyes are ________.

I am ________ years old.

This year I am in the

________ grade.

ROUGH DRAFT ELEMENTARY REPORT
THIRD AND FOURTH GRADES

I. PURPOSES

A. To help students develop the concept that skills learned in school (reading, writing, arithmetic, etc.), can be applied in work.

B. To develop a strong sense of values and the importance of work in personal, family and community life.

C. To study occupational groups within the child's life sphere and provide an opportunity for children to learn that many people work so that we may have services.

D. To help students feel that their unique characteristics are important to society and to develop an understanding and appreciation of the individual's personality along with feelings of inner security in self-expression.

E. To explore the value of having a number of interests and to point up interests and hobbies as ways to find enjoyment while learning more about yourself.

F. To develop an investigative curiosity regarding job roles and to develop skills in organizing information, research techniques, and vocabulary.

G. To help the students get a more realistic picture of the world of work by focusing on values, characteristics and attitudes connected with jobs.

H. To develop some concepts which relate to work and study these with students.

I. To help the students begin to make their own decisions.

II. METHODS

A. The students were asked to list three kinds of work they would like to do when they grow up and give the reason why. These were presented to the group and discussed.

B. The students were asked to list the kinds of work they would not like to do and why.

C. As a homework assignment, the students were asked to find out the kinds of work their fathers and mothers do.

D. Over a period of time, the students were shown the following SVE filmstrips: "Who Are You?" "What Do You Like To Do?" "What Is A Job?" "What Are Job Families?" and "What Good Is School?" Classroom activities developed after the use of the filmstrips. For example, after the "Who Are You?" filmstrip, a detailed discussion was held with the group. Some students wrote paragraphs describing themselves.

ROUGH DRAFT ELEMENTARY REPORT
FIFTH AND SIXTH GRADES

I. PURPOSES

A. To develop occupational communication and understanding between pupils and parents.

B. To increase pupil's knowledge and understanding of various jobs as they listen to reports on job interviews.

C. To help pupils learn to present information to a group and to use the oral communication as a means of acquiring knowledge.

D. To increase the pupil's occupational vocabulary.

E. To increase the ability of pupils to make decisions.

F. To develop skills of data gathering in various subjects.

G. To have pupils think about three possible future careers and to locate information about each.

H. To survey pupil's attitudes on why people choose jobs.

I. To develop ways to expose children to careers through seeing people at work and having resource people speak to classes.

II. METHODS

A. The pupils independently completed the following occupations survey:

NAME______________________ GRADE __________ TEACHER__________

1. List in order five jobs you would like to work in after you finish school.
2. From the above list choose the job you prefer and write a short paragraph telling why you chose this particular job and where you got the idea.
3. Please give the following information about your parents:
    a. Father: Education ______________________
    Age ________
    Occupation ______________________
    b. Mother: Education ______________________
    Age ________
    Occupation ______________________

B. The pupils established a set of standards to serve as a guide for a proper interview of their parents and a parental job information form, also. Then each pupil interviewed his father and wrote the responses. Each child presented his findings to the class and a discussion period followed each interview. The two forms developed are as follows:

One group made a booklet called "My Own Book." Thought sheets were written also about what students did not like about themselves and what they thought could be done to bring about change, what they liked to do, and how they might develop other interests.

E. The children will explore the school and study the many jobs they see. If possible, they will interview school personnel and talk about their jobs with them.

F. The children will discuss and investigate the job opportunities available in the immediate community. They will have guest speakers tell about their jobs.

G. One fourth grade did some data gathering. They made graphs on the growth of plants in science. In Social Studies they kept a record of their own grades and averaged them out at the end of six weeks. In reading, they took diagnostic reading tests at various intervals during the school year (3 times). These tests measured growth in reading comprehension and vocabulary. The children made a diagnostic chart and compared each test with the next. This helped the child and the teacher to see the area where he was weak and to plan activities to strengthen weaknesses. They were not used to compare pupil performance or label pupils or to inform parents of pupil progress.

H. A concept which relates to work was introduced and studied with the students. The concept was: "Water is essential to man for travel and transportation, as well as for subsistence. Subconcept: "Waterways, like the Suez Canal, improve trade and rate of industrial growth." This proved particularly interesting to the students as their school overlooks the Industrial Canal in New Orleans.

I. The children made up poems and riddles about jobs, learned songs, made a mural showing tools used at various jobs, acted out job roles of some workers, and played games such as "What's My Line?" and "What Am I?"

J. The children were taken on a field trip to the telephone company.

WE INTERVIEW OUR FATHERS

1. Actual title of your job.
2. Actual description.
3. How many years have you worked with this job?
4. What other type of work have you done?
5. Do you have any type of work that must be brought home and completed?
6. Who is your boss?
7. Do you like your work and why?
8. How do you get to your job?
9. In what other states have you worked with this job?
10. Do you do any kind of traveling for your present job?
11. What are your working hours? (Total hours per day)
12. What days are you free from your job? Vacation Time? Holidays?
13. Do you have a lunch break and a rest period? How long are these?
14. Have you been involved in any accidents on this job?
15. How much education do you need for this job? Did you need any type of special training?

PARENTAL JOB INFORMATION FORM

1. Describe an average day's work.
2. What kind of application did you fill out?
3. What is the title of your job, and what do you really do?
4. Why did you become interested in this job? .
5. What are some of the duties of your job?
6. How did you apply for the job? Were you interviewed personally?
7. How long have you been working for that company?
8. What jobs are available at your company at this time?
9. What is the starting salary? Do you get periodic increases?
10. Do you enjoy your job?
11. Have you worked at other jobs before this? If so, why did you change?
12. What working hours do the men in your company keep?
13. What benefits, other than salary, does your company give?
14. Do you have eating facilities in your company?
15. How much vacation do the workers get?
16. Does your company provide any recreation?

C. From these interviews, one parent came to the school, showed a film of his working world, and held a discussion period following the film. Some parents sent pamphlets which pertained to their work. The following form was sent to the fathers of these groups requesting their coming to speak to the group:

1. Name ____________________ 2. Occupation ____________________
3. Would you be willing to come and speak to a group about your work? Yes ______________ No ______________
4. Does your company have any films or informational material that could be used to help inform the students about this type of work? Yes ____________ No ____________

5. Can the above material be ordered by the school? Yes ________ No ________. If so, please give the address.
6. If you answered yes to question three, please indicate a time that would be convenient for you. The school will contact you early enough so that arrangements can be made for this visit.

D. A group of pupils in a school were surveyed as to their attitudes. The following form was used:

WHAT IS A JOB?

People choose jobs for many reasons. Which of these do you think is most important?

Number in the order of importance.

__________ The amount of money paid (Salary)
__________ The way other people respect you.
__________ The number of people you boss.
__________ The way you help others.
__________ The number of people who want your services.
__________ The enjoyment that you get doing this work.

E. In one school, all the teachers were asked to answer the following: "Just how often do you as a teacher allow the individual student to make his own decision or, in some instances, decision-making is done as a group. Record for several days in what instances pupil decision making takes place."

A few selected teacher answers: "There were examples of schedule changes being made in every grade from one to six." "In Arithmetic, I have two groups. If the slower group thinks it can do the work of the other group they may try. This is for classwork and homework."

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Film Associates, A City and Its People.

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APPENDIX A, EXHIBIT XIV

JOBS IN YOUR COMMUNITY

A Career Day Program

Presented by

Exemplary Program for Occupational Preparation

Wednesday, Thursday and Friday

April 5, 6, 7, 1972

9:30 to 11:00 A.M.

Desire Area Elementary Schools

Program

Wednesday, April 5, 1972

Invocation	
Theme	Mr. Richard Theodore
Introductions	Mr. Jude T. Sorapuru
Telephone Operator	Miss Gayle Johnson South Central Bell
Fire Fighter	Mr. Warren McDaniels New Orleans Fire Dept.
Social Worker	Miss Elaine Cunningham Juvenile Court
Tour of Vocational Areas, Carver Middle School	Robert R. Moton Elementary School - Messrs. Harris and Belton
Tour of Vocational Areas, Carver Senior School	Edwards and St. Philip Elementary Schools - Messers. Theodore and Sorapuru

Thursday, April 6, 1972

Introductions	Mr. Jude T. Sorapuru
Mechanics	Mr. Stanley Stewart Carver Sr. High, Student
Health Occupations	Miss Diane Robinson Carver Sr. High, Student
Telephone Installer	Mr. Warren Lawless South Central Bell
Tour of Vocational Areas, Carver Middle School	Henderson H. Dunn School, Messrs. Harris and Belton
Tour of Vocational Areas, Carver Senior High School	Moton Elementary School - Messrs. Theodore and Sorapuru

Friday, April 7, 1972

Introductions	Mr. Jude T. Sorapuru
Distributive Education	Mrs. Christine LaGrange Carver Sr. High, Teacher
Automobile Salesman	Mr. Mac Dunbar Bernie Dumas Buick, Inc.
Cooperative Office Education	Miss Marilyn Pierre Carver Sr. High, Teacher
Closing Remarks	Richard A. Theodore
Tour of Vocational Areas, Carver Middle School	Helen S. Edwards, St. Philip Elementary School, Messrs. Harris and Belton
Tour of Vocational Areas, Carver Senior High School	Dunn Elementary School-Messrs. Theodore and Sorapuru

The faculty, staff and students of the Elementary Component Schools and the E.P.O.P. staff wish to express their sincere appreciation for your participation in this career awareness program.

Henderson H. Dunn Elementary School

Mr. E. Wilderson, Principal	Mrs. E.T. Bickham 5th Grade Level Chairman

Helen S. Edwards Elementary School

Mrs. H. Patten, Principal	Mrs. I. Baulden, 5th Grade Level Chairman

Robert R. Moton Elementary School

Mrs. R. Smith, Principal	Mrs. T. Fritz, 5th Grade Level Chairman

St. Philip the Apostle Elementary School

Sister Naomi, Principal	Mrs. M. Washington, 8th Grade Level Chairman

E.P.O.P. Staff

Leonard C. Belton	Elementary School Vocational Advisor
Charles A. Harris	Middle School Vocational Advisor
Jude T. Sorapuru	Senior High Vocational Counselor and O.J.T. Coordinator
Richard A. Theodore	Coordinator
William G. Young	Director

APPENDIX A, EXHIBIT XV

An Exemplary Program for Occupational Preparation

WHY FATHERS WORK

I. Directions: Answer as many of the film related questions as possible.

A. What different kinds of jobs are shown on the film?

B. Is Mr. Kimball's life at work very different from his life at home?

C. How do the Kimballs spend their Saturday's together?

D. What things do they do together?

APPENDIX A, EXHIBIT XV

E. How do the Kimballs spend their paycheck?

II. Directions: Answer as many of the following questions as you can.

A. What do you do together with your family?

B. What does your father do for a living?

C. What kinds of jobs do the fathers of your friends have?

D. What is the difference between the things we need, and the things we want?

E. What would happen to your city if everyone stopped working?

APPENDIX A, EXHIBIT XVI

EXEMPLARY VOCATIONAL FILMSTRIPS

Available to Schools On Loan

Grades K-3

Purpose: To establsih the importance of the World of Work, by showing how everyday learning and living is made possible through "occupations" - in terms of the knowledge needed to perform these jobs.

AN INTRODUCTION:
    "Wally, the Worker Watcher"

OCCUPATIONAL BEGINNINGS:
    "The Newspaper Boy"
    "The Junior Home-Maker"

THE UTILITY WORKERS.
- Electrical Services, covering:
  - The Meter Reader - Appliance Repairman - Overhead Lineman
  - The Instructors
- Gas and Oil Servicers, covering:
  - The Meter Reader - Oil Delivery - Furnace Repairman
  - The Instructors
- Telephone Servicers, covering:
  - The Installer - The Repairman - The Outside Worker
  - The Instructors

HOME SERVICERS:
    Mail Delivery
    Dairy Product Delivery

RETAIL STORE WORKERS:
    Drug Store
    Super-market
    Service Station

Grades 4-6

Purpose: To further extend the horizons of young students in relation to the World of Work, by showing how specific occupations relate to the socio-economic development of almost everyone within their sphere of acquaintanship beginning with their parents and/or guardian.

AN INTRODUCTION:
    "What Else do Fathers Do?"
    "Just What do Mothers Do?"

IMPORTANCE OF THE "HAND" AS THE IMPLEMENTER:
    "It's in your Hands"

OCCUPATIONAL CLUSTER "THUMBNAILS"?

UTILITIES
"The Electrical Workers"
"The Gas and Oil Workers"
"The Telephone Workers"

DISTRIBUTIVE OCCUPATIONS
"Marketing - Advertising - Salesmanship - Sales Promotion - Transportation - Packaging - Purchasing"

OFFICE OCCUPATIONS
"Typing - Secretarial - Filing - Data Processing - Management

NATURAL RESOURCES
"Agri-business - Farming - Horticulture - Conservation

PERSONAL SERVICES
"Cosmetology - Hair Dressing - Restaurant - Cleaning - Tailoring

TECHNICAL & INDUSTRIAL
"Manufacturing - Engineering - Machine Shop - Processing Instrumentation

HOME ECONOMICS
"Personal Relations - Nutrition - Home Management - Finances Basic Health Care

HEALTH SERVICES
"Doctor and Dentist - Para-Medics - Nursing - Pharmacy

A DAY WITH YOUR FAMILY

WORKING IN U.S. COMMUNITIES
"New Orleans - Marketing Community"
"San Francisco - Financial Community"
"Detroit - Manufacturing Community
"Chicago - Transportation Community

FILM

WHY FATHERS WORK (14 minutes)

APPENDIX B

APPENDIX B, EXHIBIT I

Here are some questions that can be answered

YES NO

Draw a line under one of the answers for each question.
Do not skip any questions.

1. Would you like to listen to someone tell about the kind of work they do on their job?

   YES NO

2. Two people are talking about the kind of work you want to do when you are grown up. Would you listen carefully to learn something about the job?

   YES NO

3. Would you watch a TV program that tells about the kinds of jobs in your community?

   YES NO

4. If friends of your family began to tell you about their jobs, would you ask questions about the jobs?

   YES NO

5. Would you enjoy visiting a place where people work so you could learn about different kinds of jobs?

   YES NO

6. Are you able to picture yourself working in a certain kind of a job when you finish school?

   YES NO

7. Do you think it is important for you to think about what kind of work you would like to do someday?

   YES NO

8. Do you think you know about the kinds of work you would like to do when you finish school?

   YES NO

APPENDIX B, EXHIBIT I (Con'd)

9. In choosing a job, would you need to know what kind of a person you are?

YES NO

10. Do you know of any jobs that you think that you would like to do when you finish school?

YES NO

11. Is work important mainly because it lets you buy the things you want?

YES NO

12. By the time you are in high school should you be sure about the kind of work you want to do?

YES NO

13. Could people do any job they wanted to as long as they tried very hard?

YES NO

14. Do you have only a very little idea what having a job would be like?

YES NO

15. Can you think of several jobs that you would like to have when you finish school?

YES NO

APPENDIX B, EXHIBIT II

1971-72

Place	Number of Pupils	Number of Teachers	Number of Parents
Flint Goodridge Hospital	120	4	8
New Orleans International Airport	120	4	6
Bunny Bread	30	2	3
Main Post Office	60	2	4
WBOK Jazz City Studio	60	2	4
French Quarters	60	2	4
Dominican Planetarium	250	9	16
Tour of Industrial Centers of New Orleans	557	19	27
Delgado College	125	5	7
Desire Day Care Center	30	1	2
Piety Day Care Center	28	2	3
Morrison Cafeteria	60	3	8
Public Service	85	4	6
TOTAL	1,585	48	98

APPENDIX B, EXHIBIT III
1971-72

Course	Enrollment	Number of Students Applying for Work	Number of Students Hired	Students Finding Jobs on Their Own
Carpentry	28	14	13	1
Child Care	28	7	5	2
Food Handling	18	18	14	4

APPENDIX B, EXHIBIT IV

1971-72

Attitude Toward Work Survey

Test	Grade	Number of Students Tested	Sample	Possible Responses	Number of Positive Responses	%	Number of Negative Responses	%	% Chang
Pre Test	6	550	50	750	570	76%	180	24%	20%
Post Test	6	423	50	750	720	96%	30	4%	
Pre Test	8	350	50	750	63	85%	119	15%	12%
Post Test	8	256	50	750	727	97%	23	3%	

The test consisted of fifteen possible "yes" or "no" responses of which a "yes" response indicated a wholesome, positive attitude toward work. (Appendix A)

Of the total number of students tested, fifty sixth grade students and fifty eighth grade students were randomly selected to measure changes in the pre and post test results. The results of these tests indicated a significant positive attitudinal change.

APPENDIX B, EXHIBIT V

1971-72

Semi-Skill Classes

Course	Total Enrollment	Left School	Dropped Subject	Remaining	Passed	Failed	% Passing	% Failing
Carpentry	28	0	3	25	25	0	100%	0%
Child Care	28	3	1	24	24	0	100%	0%
Food Handling	18	3*	0	15	15	0	100%	0%

*Students went into full-time restaurant work.

APPENDIX B, EXHIBIT VI

1971-72

MIDDLE SCHOOL

RESOURCE PEOPLE

September	Clifton Ricard - Brick Layer Melvin Parent - Carpenter
October	Mr. Mac Dumbar - Car Salesman Mr. Irvin Washington - Shoe Salesman
November	Mr. Alvin Melacon - Welder - Avondale Shipyards
December	Mrs. Patricia Johnson - Secretary
January	Mr. Silas Conner - Teacher Mrs. Mercedes Jackson - Teacher Mr. Anthony Curry - Teacher Mrs. Anna Johnson - Teacher
February	Officer John Taylor - New Orleans Police Department Officer Iris Turner - New Orleans Police Department
March	Mr. Warren Lawless - Telephone Installer and Repairman
April	Mr. John Adams - Maitre'd
May	Miss Mareen Weil - Human Relations Director of Flint Goodridge Mrs. Williams - Medical Librarian Mr. Darryl Vincent - Medical Technician Mr. Edward Harris - Physical Therapist

APPENDIX B, EXHIBIT VII

MATERIALS USED IN CONSTRUCTION OF TWO HOUSES FOR MIDDLE SCHOOL COMPONENT:

Vendor: Broadhead-Garrett Company
1213 Riverside Drive
Macon, Georgia 31201

6	Sliding "T" Bevel with 10" Blade, Stanley 25TB
3	1/2 Pint Bench Oiler, Eagle #145C
6 sets	Saw Horse Brackets, H&G #362A

Vendor: Brandin Slate Company, Inc.
1021 N. Rampart Street
New Orleans, Louisiana

3 rolls	#30 Felt
2 sqs.	Black 235 Regular Asphalt Shingles

Vendor: Doussan, Inc.
P.O. Box 52407
New Orleans, Louisiana 70150

2	8" x 2" x 1" Silicon Carbine Oilstone #68 Simond
3	24" Cross Cut Saw, 8 Pt., #300 Atkins
3	24" Cross Cut Saw, 10 Pt., #300 Atkins
1	6' H.D. Metal Step Ladder
6	Coping Saw with Blade Atkins #50
2	24" Goose Neck Wrecking Bar
1 set	Auger Bits, #4-#16, Irwin #D-13, 13 pcs.
2	Expansive Bit (Irwin #22, 7/8" - 3")

Vendor: Owens and Sons, Inc.
2034 Agriculture Street
New Orleans, Louisiana 70122

6 sks.	Pea Gravel
6 sks.	Sand
3 sks.	Cement
10 pcs.	8" Blocks 1/2"

APPENDIX B, EXHIBIT VII (con'd)

MATERIALS USED IN CONSTRUCTION OF TWO HOUSES FOR MIDDLE SCHOOL COMPONENT (continued)

Vendor: Liberty Lumber Yard, Inc.
5367-83 Tchoupitoulas Street
New Orleans, Louisiana 70115

35	pcs.	2 x 4 - 8 #1 Common Pine S4S
2	shts.	4 x 8 - 3/8" Exterior Fir Plywood
4	pcs.	6 x 6 - 12 - Celcured Pine S4S
4	pcs.	6 x 6 - 8 - Celcured Pine S4S
14	pcs.	2 x 10 - 8 - #1 Pine S4S KD
60	pcs.	2 x 6 - 8 - #1 Pine S4S KD
100	pcs.	2 x 4 - 8 - #2 Fir S4S KD
6	pcs.	2 x 4 - 12 - #2 Fir S4S KD
8	pcs.	1-1/4 x 4 - 10 - C and Better Fir S4S
250	bd. ft.	1 x 8 #2 Pine S4S
350	bd. ft.	1/2 x 6 - C Grade Beveled Edge Cypress Weather Boards
24		Nail Aprons
5	shts.	4 x 8 - 3/4" Plywood Sheets
4	shts.	4 x 8 - 1/2" Celotex Sheets
8	shets.	4 x 8 - 3/8" Sheetrock
2		Aluminum Single-Hung Window Units, 2' x 3' - 2/2 LTS with 1/2 screens
20	lbs.	6 Penny Finishing Nails
12	lbs.	7/8" Galvanized Roofing Nails
5	lbs.	Felt Nails
2	5 gal.	cans Joint Compound
1	roll	Perfa-Tape
100	bd. ft.	1 x 8 Random Pine sheathing

APPENDIX B, EXHIBIT VIII

1971-72

Films Viewed by Carver Middle School Students

1. What Do You Like to Do?
2. Careers with a Future--Millwright
3. Your Job: Finding the Right One
4. Getting a Job
5. Size Description
6. Fuels: Their Nature and Use
7. Steel
8. Careers with a Future--Rigging
9. Let's Measure Feet, Inches, Yards
10. Careers in Broadcast News
11. Careers with a Future--Secretary
12. Community Helpers--Sanitation Department
13. Community Services
14. Night Community Helpers
15. Capitalism
16. Inflation
17. Working Together
18. Why People Have Special Jobs
19. Garbage Explosion
20. Bus Driver
21. City Bus Driver
22. Secretary: A Normal Day
23. Secretary: Taking Dictation
24. Secretary: Transcribing
25. Secretary Transcribes
26. It's Your Decision: Part I
27. It's Your Decision: Part II
28. Office Teamwork
29. Simple Demonstration with Magnets
30. What Is Electric Current?
31. When I'm Old Enough, Good By
32. Our Friend the Atom, Part I
33. Our Friend the Atom, Part II
34. Your Career in Nursing
35. Careers with a Future--Electrician
36. So You Want to be a Tool and Die Maker
37. Life in a Coal Mining Town
38. To be an Electronics Technician
39. Engines and How They Work
40. You and the Aerospace Future(s)
41. Man in Space
42. Veterinarian Serves His Community
43. Dairy Farmer, The
44. Your Job Getting Ahead
45. Salesmanship--Career Opportunities

APPENDIX B, EXHIBIT VIII (con'd)

1971-72

46. Selling as a Career
47. Careers with a Future--Welding
48. Machinist and Tool Maker
49. Contractors
50. Building a House
51. Careers with a Future Instrumentation
52. Shape Description, Part I
53. Shape Description, Part II
54. Drafting Curves and Lettering
55. A is for Architecture
56. Working in Our Town
57. Portraits of Famous People A-J

APPENDIX B, EXHIBIT IX

1971-72

Attitude Toward Work Survey

Test	Grade	No. of Students Tested	Sample	Possible Responses	No. of Positive Responses	%	No. of Negative Responses	%	
Pre-test	6	550	50	750	570	76%	180	24	
Post-test	6	423	50	750	720	96%	30	4	20
Pre-test	8	350	50	750	663	85%	119	15	
Post-test	8	256	50	750	727	97%	23	3	12

APPENDIX B EXHIBIT X

LESSON PLANS

CAREER GUIDANCE

(Grades 6-8)

EXEMPLARY PROGRAM FOR OCCUPATIONAL PREPARATION

Compiled

by

Charles A. Harris

under

the

Supervision

of

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and

under

the

direction

of

William G. Young

for

use

in

George W. Carver Middle School

EXEMPLARY PROGRAM FOR OCCUPATIONAL PREPARATION

New Orleans Public Schools

Lesson Plans

Lesson No. 1 & 2

Choosing A Vocation

OBJECTIVES

1. To familiarize the student with the great variety of jobs available in the world of work.
2. To emphasize to the student that each job requires certain qualifications of the person filling it.
3. To show the student that he should have a definite kind of job in mind before he begins his search for employment.
4. To make it clear to the student that the job he seeks should be suited to his personality, interests and abilities.

TEACHING PROCEDURE

Introduction

For many people a job is a matter of chance rather than choice. Knowing little about themselves and less about the occupational world, most people choose their job on a hit-or-miss basis. Usually, people get their first job by taking the first one offered to them or because someone tells them about a vacancy that exists.

Steps of Presentation

I. Have students each prepare a Self-Analysis.

  A. Temperment and personality

    1. Are you realistic in your goals?
    2. Are you changeable of fixed in your ways?
    3. Do you like being with people or do you prefer to be alone?
    4. Do you prefer physical activities or sedentary ones?

  B. Interests

    1. What are your leisure-time activities?
    2. What school subjects do you especially like?
    3. What vocational activity do you feel you would like?

  C. Aptitudes

    1. What school subjects do you do best?
    2. Have you a special activity in which you excel?
    3. Are you persuasive?

D. Physical Status

1. Do you have any special handicaps?

E. Experience or Training

1. Do you have any special skill or knowledge you may have acquired through previous experiences or training?

II. Chossing a field of Work

A. Have student choose a major field of work based on interests and abilities determined in Part I above.

B. Have student select several jobs from the major field for detailed study.

III. Narrowing the choice

A. Have student investigate jobs selected and anlyze the job-structure for the follwoing elements:

1. Nature of work performed
2. Physical surroundings and working conditions
3. Tools, materials, and equipment (if any) used
4. Personal requirements
    - a. Skills, knowledge and abilities required
    - b. Physical requirements
    - c. Personality traits and/or social attributes required
    - d. Educational level required

IV. Training

A. After student has selected a job or related jobs based on the above investigations, a determination of where training may be secured must be made.

1. High school
2. Technical or vocational school
3. College or University
4. On-the-job
5. Apprenticeship program

References

1. *Compton's Pictured Encyclopedia*, Vol. 14, pp. 653-670, F. E. Compton Co., 1965.
2. *The World Book Encyclopedia*, Vol. 19, pp. 340-355, Field Enterprises Educational Corporation, 1969.

3. United States, Bureau of Labor Statistics, Occupational Outlook Handbook, U. S. Government Printing Office
4. United States, Bureau of Labor Statistics, Dictionary of Occupational Titles, U. S. Government Printing Office.
5. Audio-Visual Aids
    - Chronicle Career Kit (Counselor's office)
    - Desk Top Career Kit " "
    - Industrial Career Kit " "

    - How to Investigate Vocation (Film)
    - Personal Qualities for Job Success (Film)
    - Planning a Career (Film)
    - Planning Your Career (Film)

Lesson Plans

Lesson No. 3

Where to Begin Looking for A Job

OBJECTIVES

1. To acquaint students with the numerous sources available relative to job opportunities and employment information.
2. To provide students with a systematic approach in searching for employment.

TEACHING PROCEDURE

Introduction

Many individuals seeking their first employment are not aware of the many sources of information regarding job opportunities and agencies established to assist in securing employment.

Suggested Presentation

I. Have each student become familiar with the classified ads section of the daily newspaper, the most readily available source of employment opportunities.

II. Explain to students the means of responding to each of the different types of ads.

  A. Individual or firm name and address only - personal visitation
  B. Telephone number only - call for appointment.
  C. Box number - letter of application.

III. Have each student select two or three job announcements from the classified section of the daily newspaper which interest him, and have him write a letter of application.

  A. Factors to be considered in writing the letter:

    1. Paper, neatness, and spacing
    2. Heading, inside address, and salutation
    3. Body

      a. Statement in reference to job being applied for
      b. Personal qualifications, training and experience
      c. References (See #17 - Lesson #4)

IV. Other sources of information relative to employment opportunities

  A. Private employment agencies
  B. State Employment Service
  (See Opportunity Line-WVUE, Channel 12-Saturdays, 9 A.M. - 12:30 P.M.)

C. Youth Opportunity Center
(Total Community Action - Concentrated Employment Program)

D. Yellow Pages of the local telephone directory - for a listing of companies and industries doing the type of work in which the student is interested.

Lesson Plans

Lesson No. 4

Filling Out An Employment Application Form

OBJECTIVES

1. To familiarize students with a typical employment application form.
2. To give students experience in the proper completion of an employment application form.
3. To explain certain words and phrases on an application form and the proper responses to them.

TEACHING PROCEDURE

Introduction

Each company or firm usually has its own employment application form. However, there are certain words and phrases which are common to most. Therefore, these words and phrases will be defined and the proper responses discussed.

Suggested Presentation

If possible, provide students with sample application forms similar to the one attached or illustrate sections of the form on the blackboard as the lesson progresses. Explain each word or phrase one by one and encourage students to ask questions as each is discussed.

1. Name
   a. LAST - sometimes called "surname" - is family name, like Smith, Brown, Jones, etc.
   b. FIRST - given name, like Mary, Joseph, Frank, etc.
   c. MIDDLE - exactly that, the one in the middle, like Mary Frances Smith
2. Permanent Address - Where you usually live
3. Previous Address - Where you lived before you moved to your present address
4. Marital Status - Married? Single? Divorced? Widowed? Separated? - sometimes listed by initials only - S - M - W - D - Sep. Then you circle the correct one.
5. Notify in Case of Emergency or Next of Kin - Name, address and telephone number of someone to call in case you get hurt or sick on the job, usually your husband, wife, or parent (s).
6. Spouse's Name - name of your husband or wife
7. No. of Dependents - How many other people depend upon your earnings for their support.

8. Disabilities or Physical Defects - Physical handicap or problem, such as "trick knee," "bad back," "loss of an eye" or such which might prevent you from doing certain types of work.

9. Citizenship Status

   a. U. S. Citizen? - naturalized or born in this country

   b. Resident Alien? - born in a foreign country but living here permanently

   c. Non-resident Alien - from a foreign country and not living here permanently

10. Date Naturalized and Naturalization No. - the date you became a U. S. citizen, if you were not born here, and your citizenship number on your citizenship papers

11. Draft Classification - If you are over 18, whether you have been in the armed services or not, you should have a classification number and a draft card.

12. Education - All of the schools you have attended beginning with elementary (grade) school. You should know the years you went to each school.

   a. Subject or Course - General program followed in each school

   b. Extracurricular Activities - Things you took part in at school outside of classes

   c. Graduated - If graduated, give date

13. Special Skills - Something you are good at -- typing, writing, speaking a foreign language, operating special equipment, or such.

14. Hobbies - Things you like to do in your spare time; sports, dancing, model building, stamp collecting, or such.

15. Have You Ever Been Arrested? It is best to tell the complete truth.

   a. Convicted: Tried and found guilty.

   b. Acquitted: Tried and found not guilty.

   c. Charges Dropped: Not tried; case closed.

16. Have You Ever Been Bonded? Many employers ask you to be bonded, particularly if you are going to handle money. This means that the bonding company gives insurance, in a way, that you are honest. If you have been bonded in the past or are bondable (honest), it is in your favor.

17. Personal References - Request the permission of at least three individuals that know you to list them as references. Write down their names, home and business addresses, positions, and

telephone numbers. Carry this list with you, it will save the time of looking them up each time you fill in an application.

18. Employment Record - All the jobs you have had, including part-time jobs. Prepare this list ahead of time beginning with the last job first and work backwards, then copy it on each application you fill in. Have the following information for each job:

   a. From - To: Dates employed.
   b. Kind of Business: Kind of business of your employer.
   c. Job Title: Name the job you had.
   d. Duties: Usually there is not enough space, put down what you did in as few words as possible.
   e. Salary: Start-End: What you earned when you began and what you were earning when you left.
   f. Reason for Leaving: This is important. Do not go into long explanations, sum up the situation such as, "resigned," "laid off," "temporary," etc. If you were fired, say, "asked to leave," and give short reason.
   g. Compensation Claim: Were you ever paid for an injury you received on the job? Tell what happened, where, when, why, and how.
   h. Position Desired: State job you are applying for.
   i. Salary Desired: How much do you expect to be paid. If you do not know what the job pays, put down, "current rate," or"going rate."
   j. Source of Referral: Who or what gave you the idea to apply for this job.
   k. Whom Do You Know In Our Employ? Do you know anyone working for this company.

APPLICATION FOR EMPLOYMENT

Date of Application		
Date Appointed	Division	Salary

APPLICANT - DO NOT WRITE ABOVE THIS LINE. PLEASE PRINT.

NAME (First) (Middle) (Last)	DO YOU ☐ Live with parents ☐ Live with other relatives ☐ Board ☐ Own your home ☐ Rent	DATE OF BIRTH (Mo.) (Day) (Yr.)

RESIDENCE ADDRESS (No.) (Street) (City or Town) (State) (Zone)	TELEPHONE NUMBER	LIVED HERE SINCE (Month) (Year)
PREVIOUS RESIDENCE (No.) (Street) (City or Town) (Zone) (State)		HOW LONG THERE?

HEIGHT	WEIGHT	ANY PHYSICAL DEFECTS? ☐ YES ☐ NO IF YES-EXPLAIN	SOCIAL SECURITY NO.	ARE YOU A CITIZEN OF THE USA? YES NO

NAME OF PARENT(S) OR GUARDIAN(S) (First) (Middle) (Last)	OCCUPATION OF PARENT(S) OR GUARDIAN(S)	EMPLOYER OF PARENT(S) OR GUARDIAN(S)	ADDRESS OF PARENT(S) OR GUARDIAN(S)
MARITAL STATUS ☐ Married ☐ Divorced ☐ Widowed ☐ Separated ☐ Single	IF DIVORCED, GIVE DATE AND PLACE	GIVE NO. OF PERSONS DEPENDENT UPON YOU FOR SUPPORT	AGES OF DEPENDENTS
HUSBAND'S NAME (First) (Middle) (Last) Note: Complete this line if married, divorced or separated woman.	HUSBAND'S OCCUPATION	HUSBAND'S EMPLOYER	HUSBAND'S ADDRESS

In the sections below headed Schools Attended and Active Service with United States Armed Forces and in the Previous Business Experience Section on the next page, account completely for all your time from the first year of high school until the present.

SCHOOLS ATTENDED

NAMES OF SCHOOLS	NO. OF YRS.		COURSE OR MAJOR SUBJECTS	GRADUATED			SCHOLASTIC STANDING	DEGREE
	Day	Eve.		Yes or No	Mo.	Yr.		

SCHOLASTIC HONORS (Societies-Prizes-Scholarships)	ATHLETIC ACTIVITIES	OTHER ACTIVITIES (Managerial-Editorial-Elective Offices-Clubs)

ACTIVE SERVICE WITH UNITED STATES ARMED FORCES

DATE OF ENTRY (Mo.) (Day) (Yr.)	DATE OF DISCHARGE (Mo.) (Day) (Yr.)	TYPE OF DISCHARGE (i.e. Expirat of Enlistment, Medical, Etc.)
BRANCH OF SERVICE	SERIAL NO.	RANK OR RATE AT DISCHARGE

SERVICE SCHOOLS OR OTHER SPECIAL TRAINING

CHARACTER REFERENCES (Do not use the names of relatives or former employers.)

Names	Addresses	Phones	Occupations

HAVE YOU ANY RELATIVES, FRIENDS, OR ACQUAINTANCES NOW EMPLOYED BY THIS COMPANY? Yes ☐ No ☐	IF YES, STATE NAME	TYPE OF RELATIONSHIP	POSITION

LIST ALL ORGANIZATIONS TO WHICH YOU BELONG OR HAVE BELONGED.

Do not include labor and political organizations or those where the name or character of the organization would include religion, race or national origin.

PREVIOUS BUSINESS EXPERIENCE

(List in order with last employer first. Do not include military service.)

NAME OF COMPANY	ADDRESS	JOB DUTIES	PERIOD OF EMPLOYMENT			
			From		To	
			Mo.	Yr.	Mo.	Yr.

HAVE YOU EVER WORKED FOR THIS COMPANY? Yes ☐ No ☐	IF YES, GIVE DATES: From: To:	DIVISION

FOR WHAT SPECIAL LINE OF WORK HAVE YOU A PREFERENCE?

WERE YOU REFERRED BY AN EMPLOYEE OF THIS COMPANY? Yes ☐ No ☐	IF YES, STATE NAME	DEPARTMENT, IF KNOWN

HAVE YOU EVER BEEN REFUSED BOND? Yes ___ No ___	IF YES, EXPLAIN
HAVE YOU EVER BEEN ARRESTED, OTHER THAN TRAFFIC VIOLATIONS? Yes ___ No ___	IF YES, EXPLAIN

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THE APPLICATION BLANK IF I AM CONSIDERED FOR EMPLOYMENT AND HEREBY AUTHORIZE PREVIOUS EMPLOYERS, PERSONAL REFERENCES NAMED, OR ANY OTHER PERSON OR PERSONS TO WHOM THE COMPANY MAY REFER TO GIVE ANY AND ALL INFORMATION REGARDING MY EMPLOYMENT OR SCHOLASTIC STANDING TOGETHER WITH ANY OTHER INFORMATION, PERSONAL OR OTHERWISE, THAT MAY OR MAY NOT BE ON THEIR RECORDS.

I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF ANY FACT CALLED FOR HEREON, OR ON ANY OTHER STATEMENT MADE IN CONNECTION WITH MY REQUEST FOR EMPLOYMENT, OR RECEIPT BY THE COMPANY OF UNSATISFACTORY REFERENCES, MAY RESULT IN DISMISSAL FROM THE COMPANY'S SERVICE IF I SHALL HAVE BEEN EMPLOYED.

APPLICANT'S SIGNATURE ______________________

(First) (Middle) (Last)

NOT TO BE COMPLETED BY APPLICANT

DATE OF INTERVIEW	COMMENTS

Lesson Plans

Lesson No. 5

The Personal Interview

OBJECTIVES

1. To prepare students for the experiences of a job interview.

2. To familiarize students with the interview procedures through a model interview situation in the classroom.

TEACHING PROCEDURE

Introduction

An initial job interview may well be a vital experience in anyone's life. Knowing what to expect and what to do will increase their self-confidence and effectiveness during that interview.

Suggested Presentation

Encourage a feeling of confidence on the part of the students, particularly those who have never applied for a job. Some students may have had experiences applying for a job and can relate some of these experiences to the class.

In preparing the students for the job interview, emphasize the need for:

1. Good grooming.

2. Good English and good diction.

3. Poise (what to do with the hand and legs as well as general posture).

4. Know some facts about the company.

5. Have ready answers for the questions: "Why do you want to work here?" and, "What kind of work would you like to do?"

6. Have necessary papers:

   a. Social Security Card
   b. Birth Certificate
   c. References - Students should request the permission of at lease three individuals to list them as references and should have the following written information about them:

      1. Name
      2. Home address
      3. Business address
      4. Position
      5. Telephone numbers

Establish a model interview situation in the classroom. The first one or two should be conducted with the teacher as the interviewer and a student as the applicant. Then use students as both interviewer and applicant. (Start from the beginning with the applicant entering the door and the interviewer sitting behind the desk, as in an actual interview situation.) (The interview should attempt to convey the idea that he is genuinely interested in the answers given by the applicant, and that this is a two-way exchange). Conduct a critique of each interview with class participation. Stress all the good points of each student;s performance. Ask the participants how well they thought they did and what might be done to improve upon their performances.

References

Blackledge, Walter L. & Ethel H. and Keily, Helen J., You and Your Job, (Cincinnati: South-Western Publishing Co., 1967), Chapter 7, pp. 79-90. (Distributive Education Text)

Lesson Plans

Lesson No. 6

Succeeding On The Job

OBJECTIVES

1. To help students understand the importance of "getting along" on the job.

2. To stress the importance of being able to take orders.

3. To examine the ingredients for success in the world of work.

TEACHING PROCEDURE

Introduction

For many people good attitudes and human relationships will be the most important factors contributing to their ability to hold a job. Many people they will meet on their job they will like, others they may not like, it is extremely important that they get along with all of them. Also, their ability to take orders and carry them out willingly and cheerfully is the most important aspect of their relationship with the bosses.

A person who is unhappy or dissatisfied on the job is not an efficient worker and is doing himself and the employer an injustice.

Steps in Presentation

Discuss with the class the following questions:

1. What is the importance of taking orders vs. failing to do so?

2. Is there any job where you don't have to take orders from anyone?

3. What are some examples of orders rightly and wrongly given?

4. What should be done about a fellow worker who makes remarks you don't like or watches to find something wrong with what you are doing?

5. What should you do if a fellow employee says something bad about another person in the company to you?

6. Why should you take time before making up your mind about another person?

7. Why is it important to let your employer know ahead of time when you will not be able to go to work?

8. What are some of the ways you can show your employer your interest in your work?

9. If you were an employer, which would you rather have--a worker who asks questions or a worker who doesn't ask questions and makes mistakes?

Lesson Plans

Discuss the following ingredients for success with the class:

1. Ambition - The ambitious person cares about his own future, and what's more, cares enough to give up some of the things that seem like fun at the present in order to prepare for the future. Establish high goals for yourself.
2. Appearance - How you look.
    a. Good health
    b. Good posture
    c. Good grooming
3. Speech - How you speak.
    a. Good English - avoid slang.
    b. Good diction - speak clearly and distinctly, so people can understand you.
4. Self-assurance - Have confidence in yourself.
5. More education - Do not be satisfied with your present status or qualifications. Attempt to improve yourself so that you will be able to move up to higher positions.

References:

Beaumont, John A. & Langan, Kathleen H., Your Job in Distribution, (St. Louis, Mo., Gregg Division-McGraw Hill Book Co., 1968), Chapter 36, pp 280-285.
(Distributive Education Text Book)

Personal Qualities for Job Success (Film)

APPENDIX C

APPENDIX C, EXHIBIT I

Vocational Guidance Calendar

September	Collection of data through questionnaire concerning pupil occupational plans and goals.
October	Provide information which will assist students in attaining stated goals such as information regarding colleges, vocational and technical schools. vocational and technical courses, sources of training through the armed forces, scholarships available, etc.
November	Personality and occupation - Discuss personality development in relationship to occupation. How it can be an asset or a liability. How certain personality traits are more suited to certain occupations or others.
December	Administer Interest Inventory. Examine stated anxieties and exhibited interests. Promote development of self-concept and self-evaluation.
January	Develop job seeking skills (explain use of employment agencies, walk-in attempts, aid from relatives, etc.)
February	Interviewing do's and don'ts (Suggest that a consultant from industry be brought in to assist this activity such as a personnel manager, etc.).
March	Application filling do's and don'ts Use of variety of forms
April	Bring in major employers in New Orleans area to discuss employment opportunities available in their individual fields. (Civil Service--state, federal, city; Public Service--South Central Bell, etc.).
May	Distribute follow-up cards and discuss follow-up procedure with students. (Will be used to check students activities after graduation.)

APPENDIX C, EXHIBIT II

1971-72

Student Participation in Group Sessions

Title of Session	Average Number of Pupils Per	Number of Sessions	Total Number of Pupils Involved
Job-Seeking Techniques	20	6	120
Attitudes and Work	35	4	140
Interviewing	15	4	60
Resume Writing	15	2	30
Application Filling	15	6	90
Job-Finding Resources	25	8	200
Evaluation of Self-Concept	25	6	150
Interest Surveys Kuder Preference Records	10	10	100

APPENDIX C, EXHIBIT III

1971-72

O.J.T. Experiences

Agency or Business	Number of Students	Job Title
Shell Oil Company	1	Draftsman Trainee
U.S. Coast Guard	1	Painter's Helper
Holiday Inn East	3	Assistant Maintenance Man
Genuine Auto Parts	1	Parts Salesman Trainee
Avondale Shipbuilders	1	Welder Trainee
City of New Orleans Dept. of Streets	2	Draftsman Trainee
Housing Authority of New Orleans	6	Maintenance Repairman I

APPENDIX C, EXHIBIT IV

1971-72

Students in Summer Employment

Agency	Number of Students	Type of Experience
Housing Authority of New Orleans	15	Maintenance
Internal Revenue Service	6	Clerical
U.S. Navy	8	6 Clerical 2 Electronics
N.Y.C.	20	Varied: Clerical Draftsman Maintenance

APPENDIX C, EXHIBIT V

PROPOSED ADJUSTMENT TO WOODWORKING SCHEDULE OF OFFERINGS

Grades

9th Woodworking I
10th Woodworking II
11th Woodworking III
12th 4 Sections Woodworking IV

1 Section V.C. (Pre-Vocational Cabinet Making and Construction) Prerequisite - 2 yrs. Woodworking

General Skills and Knowledge to be included in V.C. Course Content

1. Identification of lumber used in construction
2. Project design (blueprint reading)
3. Cutting of lumber
4. Furniture construction methods
5. Assembling
    a. gluing
    b. kinds of adhesives
6. Building Construction
    a. staking out the site
    b. kinds of construction
    c. carpentry tools and machines
    d. lumber grades
    e. foundation walls
    f. floor framing
    g. exterior walls
    h. partition framing

APPENDIX C, EXHIBIT V (Con'd)

    i. roofs and coverings
    j. rafters
    k. sheathing
    l. flashing
    m. doors, windows, siding materials
    n. insulations
    o. safety practices

7. Painting and Finishing
    a. preparation for paint
    b. mixing paint
    c. spray methods
    d. brush and roller method

APPENDIX C, EXHIBIT VI
1971-72

Maintenance Repairman

Course Outline

Teacher responsibilities have been divided into six separate units. There are six six-week mini-courses. Instructors for these courses are chosen according to their specialities in the Industrial Arts Program.

Twenty (20) students will be rotated through the mini-courses which are:

1) Plumbing and Heating
2) Electricity
3) Basic Carpentry
4) Masonry
5) Welding (Tack)
6) Painting

APPENDIX C, EXHIBIT VII

AN
EXEMPLARY PROGRAM
FOR
OCCUPATIONAL PREPARATION

Suggested Activities
and
Information
on
Career Development
at the
Senior High Level

Compiled
by
Jude T. Sorapuru
under
the
supervision
of
Richard A. Theodore
and
under
the
direction
of
William G. Young
for
use
in

George W. Carver Senior High School

Exemplary Program for Occupational Preparation

New Orleans Public Schools

APPENDIX C, EXHIBIT VII (Con'd)

EXEMPLARY PROGRAM FOR OCCUPATIONAL PREPARATION

It is the intent of this exemplary program for occupational preparation to adequately prepare low-income students for a responsible and productive life by providing a realistic viewpoint about the dignity of work and knowledge concerning possible vocational choices, and to complement such occupational awareness on the secondary level with skills salable on the New Orleans job market.

Specifically, the objectives at Carver Senior High School include:

1. Encouraging students to think of a wide range of occupations.
2. Getting students to appreciate the dignity of work.
3. Assisting and encouraging students to make their own occupational choices.
4. Providing information related to finding and holding jobs.
5. Provide the students with employable skills upon termination of their schooling.
6. Provide on-the-job training opportunities.
7. Provide whatever other occupational and vocational assistance that may be needed.
8. Assist students in self-evaluation of their skills, interests, abilities, and aptitudes.

Basically, the students who are served through E.P.O.P. are those registered in the Industrial Arts classes, the two Nursing classes, the Pre-cooperative Clerical Block for eleventh graders, and the Vocational Office Block. The services provided to these students are also available to every student at the Carver Senior High School except the possibility of on-the-job training for non-component students.

AREAS OF INVOLVEMENT

Individual Counseling - E.P.O.P. offers to the students of Carver Senior High School the services of a vocational counselor. The counselor is involved in assisting the students make wise vocational choices based upon their interests, aptitudes, skills and abilities.

Testing - Testing can be arranged to determine interests and aptitudes.

Vocational Information - The E.P.O.P. office is a source of occupational and vocational information concerning the world of work in the New Orleans area. The counselor is available to speak to classes about these areas of information.

Employment Counseling - E.P.O.P. offers assistance to students in developing job hunting skills and advice on how to hold a job.

On-The-Job Training - The E.P.O.P. staff is active in seeking jobs for students related to their classroom instruction. This service is restricted to students in the Industrial Arts classes who are seniors.

Job Placement - The E.P.O.P. staff offers assistance to graduating seniors in securing permanent jobs and to undergraduates in securing summer employment.

Resource Personnel - E.P.O.P. will assist in securing speakers for formal or informal talks concerning jobs, vocations, employment procedures, etc.

Please feel free to contact the E.P.O.P. staff or make referrals to our office located in Room A 215-B.

Vocational Education Within Your Classroom

The following suggestions are presented with the hope that you, as a teacher, will possibly put some of them into use in your classrooms. We feel that there is a great need for more stress on vocational awareness among our students. We strongly urge that you use every means and opportunity available to you to broaden the scope of your students' vocational and occupational information.

The suggestions which follow will be divided into general and specific areas so that they may be more directly related to the curriculum and hopefully more readily applied.

APPENDIX C, EXHIBIT VII (Con'd)

General Information

Related to Occupational Preparation at the Senior High School Level

I. Relate all subject matter with the world of work and self-development.

   A. Help students to begin to think about what they may become and how the immediate subject matter will help them.

   B. Help students to think about possible careers related to the subject. Let them do research and otherwise become involved before giving them the answer. (Advisor will be compiling occupational materials that will supplement those acquired otherwise.)

   C. Arrange field trips to industries, etc., so that students can see and identify with real, live role-models of their group.

      1. Trips should be pre-planned with students as to objectives, etc.
      2. Students should be prepared to ask good, relevant questions.
      3. Interview techniques and note taking should be rehearsed.
      4. Parents should be encouraged to participate with students.

   D. Arrange for resource people to visit the classroom as role-models.

   E. Make bulletin boards relating subject matter to careers. (i.e., "Arithmetic will help you get these jobs.") It is preferable that pictures be used showing minority groups at work. "Ebony" magazine, etc., are excellent sources.

   F. Collect occupational materials related to subjects taught. Keep a scrapbook on jobs related to subject areas.

   G. Help students to study and learn about themselves in relation to subjects and careers studied. Center discussions around the following:

1. What sort of person do I think I am?
2. How do I feel about myself as I think I am?
3. What sort of person would I like to be?
4. What are my values and needs?
5. What are my aptitudes and interests?
6. What can I do to reconcile my self-ideal with my real self?
7. What outlets are there for me with my needs, values, interests, and aptitudes?
8. How can I make use of these outlets?

II. Allot time for group and individual guidance with students.

   A. Help them understand and develop proper attitudes toward work.

   B. Help students develop and understand the importance of good personal/social habits.

      1. Grooming
      2. Punctuality
      3. Talk
      4. Courtesy
      5. Responsibility
      6. Originality, etc.

   C. Help students to know themselves better and build a positive self-image.

      1. Identify talents.
      2. Understand aptitudes, interests, and abilities.
      3. Explore attitudes.
      4. What sort of person am I?
      5. What sort of person can I become?

III. Teach the importance and interdependence of all kinds of work. (Teachers should especially examine their own middle-class bias here.)

   A. Develop appreciation and dignity for all kinds of work.

   B. Develop proper attitudes concerning sex and work. (The line between "male" and "female" work is becoming extremely thin.)

   C. Be alert to textbook bias.

   D. Help students understand the all-pervasive effects of work:

1. Determines way of life.
2. Determines values.
3. Influences manner of speech, dress and leisure time activities.
4. Determines where family lives, whom they meet, and what schools are attended.
5. Determines whole social and economic status.

E. Work satisfies the following needs:

1. Physiological (food, shelter, etc.)
2. Safety
3. Belonging
4. Feelings of importance, respect, self-esteem, independence
5. Information
6. Understanding
7. Beauty
8. Self-actualization

IV. Set standards equal to those of best schools.

A. Help students to develop realistic pictures of themselves and their competencies as compared to other children with whom they will have to compete on a realistic basis in the world of work.

B. Help students build skills, knowledge, and competencies desired by employers (pleasant personality, good grooming, potential for advancement to more responsible positions within the industry).

V. Help students anticipate changes in the world of work.

A. New Inventions.

B. Automation.

C. War, etc.

VI. Minority youth lack confidence, self-motivation, and self-esteem. Teachers could help by:

A. Showing greater awareness and concern for student's problems--show that you care.

B. Building on the student's strengths in the classroom while helping to overcome weaknesses--emphasize success.

C. Allowing students to become involved in planning so that they may establish their own goals and see personal meaning in working toward attaining these goals.

VII. More visible cooperation between teachers of diverse racial groups should be shown--sets examples for children.

APPENDIX C, EXHIBIT VII (Con'd)

Specific Activities Related to Occupational Preparation at Senior High Level

English

1. Have students present oral reports using a job as the subject. Give physical and educational requirements. Discuss tasks involved.
2. Write reports of the same nature.
3. Have students write letters of application.
4. Have students answer classified ads by letter.
5. Make alphabetical spelling lists of various jobs.
6. Have students conduct mock interviews to check oral communication.
7. Write newspaper ads for the "Help Wanted" column.

Social Studies

1. Discuss the effect of climate and topography on occupations.
2. Define terms as union, civil service, social security, withholding,fringe benefits, labor, management, etc.
3. Discuss reasons for unemployment.
4. Develop a lesson showing the chain effect a person's income initiates. Show how money changes hands.
5. Have students write a job description including as many specifications as possible.
6. Discuss and simulate job finding techniques.
7. Discuss concept of freedom in relationship to personal security and social control.
8. Study agencies which aid in job-hunting or which offer help in solving problems related to health-welfare.

APPENDIX C, EXHIBIT VII (Con'd)

Mathematics

1. Figure wages for day, week, month and year based on hourly pay.
2. Math based jobs may be discussed: These include Accountant, Bookkeeper, Auditor, Payroll Clerk, Timekeeper.
3. Compute take-home pay (net) from gross pay by subtracting deductions as insurance, withholding tax, union dues, etc.
4. Prepare budgets based upon average weekly pay for various jobs.
5. Have exercises involving various banking procedures.
6. In-depth study of interest rates, installment buying, and comparative shopping.

Sciences

1. Identify the various jobs requiring scientific background. Include the petroleum industry, textiles, engineering, industrial chemicals, etc.
2. Conduct research to determine the extent to which such jobs exist in the New Orleans area.

APPENDIX C, EXHIBIT VII (Con'd)

Senior High On-the-Job Training Component

Some Suggested Areas for On-the-Job Training

Course - Woodworking
Employment Areas - Cabinet-making and related, advertising display set-up, furniture repairs and refinishing, construction framing building materials and hardware sales.

Course - Mechanical Drawing
Employment Areas - Map-making and tracing, tooling, patterns, engineering, structural and architectual design, blueprinting.

Course - Small Engines
Employment Areas - Lawnmower repairs, new mower servicing, outboard engine repairs, motorcycle repairs, and new cycle servicing.

Course - Electricity and Electronics
Employment Areas - Maintenance assistants in large buildings, small appliance repairs, minor radio and television parts testing.

Course - Auto Mechanics
Employment Areas - Any position requiring such skills as possessed by basic six and eight cylinder mechanic's helper, and auto parts sales.

Cost to Employer

$1.60 per hour for 3 or more hours daily

$6.40 per day for 4 hours day or,

$32.00 per week or,

$1,052.00 per school year (36 weeks)

Work Schedule

Student work hours may be arranged so that he/she is available from 8-12 A.M. or 12:30 - 4:30 P.M. O.J.T. student receives 2 units of credit for successful job performance and usually carries 3 academic courses, one of which must be in the above areas.

APPENDIX C, EXHIBIT VIII
APPLICATION FOR EMPLOYMENT

Date of Application		
Date Appointed	Division	Salary

APPLICANT - DO NOT WRITE ABOVE THIS LINE. PLEASE PRINT.

NAME (First) (Middle) (Last)	DO YOU ☐ Live with parents ☐ Live with other relatives ☐ Board ☐ Own your home ☐ Rent	DATE OF BIRTH (Mo.) (Day) (Yr.)

RESIDENCE ADDRESS (No.) (Street) (City or Town) (State) (Zone)	TELEPHONE NUMBER	LIVED HERE SINCE (Month) (Year)
PREVIOUS RESIDENCE (No.) (Street) (City or Town) (Zone) (State)		HOW LONG THERE?

HEIGHT	WEIGHT	ANY PHYSICAL DEFECTS? ☐ YES ☐ NO IF YES-EXPLAIN	SOCIAL SECURITY NO.	ARE YOU A CITIZEN OF THE USA? YES NO

NAME OF PARENT(S) OR GUARDIAN(S) (First) (Middle) (Last)	OCCUPATION OF PARENT(S) OR GUARDIAN(S)	EMPLOYER OF PARENT(S) OR GUARDIAN(S)	ADDRESS OF PARENT(S) OR GUARDIAN(S)
MARITAL STATUS ☐ Married ☐ Divorced ☐ Widowed ☐ Separated ☐ Single	IF DIVORCED, GIVE DATE AND PLACE	GIVE NO. OF PERSONS DEPENDENT UPON YOU FOR SUPPORT	AGES OF DEPENDENTS
HUSBAND'S NAME (First) (Middle) (Last) Note: Complete this line if married, divorced or separated woman.	HUSBAND'S OCCUPATION	HUSBAND'S EMPLOYER	HUSBAND'S ADDRESS

In the sections below headed Schools Attended and Active Service with United States Armed Forces and in the Previous Business Experience Section on the next page, account completely for all your time from the first year of high school until the present.

SCHOOLS ATTENDED

NAMES OF SCHOOLS	NO. OF YRS. Day	NO. OF YRS. Eve.	COURSE OR MAJOR SUBJECTS	GRADUATED Yes or No	GRADUATED Mo.	GRADUATED Yr.	SCHOLASTIC STANDING	DEGREE

SCHOLASTIC HONORS (Societies-Prizes-Scholarships)	ATHLETIC ACTIVITIES	OTHER ACTIVITIES (Managerial-Editorial-Elective Offices-Clubs)

ACTIVE SERVICE WITH UNITED STATES ARMED FORCES

DATE OF ENTRY (Mo.) (Day) (Yr.)	DATE OF DISCHARGE (Mo.) (Day) (Yr.)	TYPE OF DISCHARGE (i.e. Expiration of Enlistment, Medical, Etc.)
BRANCH OF SERVICE	SERIAL NO.	RANK OR RATE AT DISCHARGE
SERVICE SCHOOLS OR OTHER SPECIAL TRAINING		

APPENDIX C, EXHIBIT VIII

CHARACTER REFERENCES (Do not use the names of relatives or former employers.)

Names	Addresses	Phones	Occupations

HAVE YOU ANY RELATIVES, FRIENDS, OR ACQUAINTANCES NOW EMPLOYED BY THIS COMPANY? Yes ☐ No ☐	IF YES, STATE NAME	TYPE OF RELATIONSHIP	POSITION

LIST ALL ORGANIZATIONS TO WHICH YOU BELONG OR HAVE BELONGED.

Do not include labor and political organizations or those where the name or character of the organization would include religion, race or national origin.

PREVIOUS BUSINESS EXPERIENCE

(List in order with last employer first. Do not include military service.)

NAME OF COMPANY	ADDRESS	JOB DUTIES	PERIOD OF EMPLOYMENT			
			From		To	
			Mo.	Yr.	Mo.	Yr.

HAVE YOU EVER WORKED FOR THIS COMPANY? Yes ☐ No ☐	IF YES, GIVE DATES: From: To:	DIVISION

FOR WHAT SPECIAL LINE OF WORK HAVE YOU A PREFERENCE?

WERE YOU REFERRED BY AN EMPLOYEE OF THIS COMPANY? Yes ☐ No ☐	IF YES, STATE NAME	DEPARTMENT, IF KNOWN

HAVE YOU EVER BEEN REFUSED BOND? Yes ___ No ___	IF YES, EXPLAIN
HAVE YOU EVER BEEN ARRESTED, OTHER THAN TRAFFIC VIOLATIONS? Yes ___ No ___	IF YES, EXPLAIN

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THE APPLICATION BLANK IF I AM CONSIDERED FOR EMPLOYMENT AND HEREBY AUTHORIZE PREVIOUS EMPLOYERS, PERSONAL REFERENCES NAMED, OR ANY OTHER PERSON OR PERSONS TO WHOM THE COMPANY MAY REFER TO GIVE ANY AND ALL INFORMATION REGARDING MY EMPLOYMENT OR SCHOLASTIC STANDING TOGETHER WITH ANY OTHER INFORMATION, PERSONAL OR OTHERWISE, THAT MAY OR MAY NOT BE ON THEIR RECORDS.

I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF ANY FACT CALLED FOR HEREON, OR ON ANY OTHER STATEMENT MADE IN CONNECTION WITH MY REQUEST FOR EMPLOYMENT, OR RECEIPT BY THE COMPANY OF UNSATISFACTORY REFERENCES, MAY RESULT IN DISMISSAL FROM THE COMPANY'S SERVICE IF I SHALL HAVE BEEN EMPLOYED.

APPLICANT'S SIGNATURE ____________________

(First) (Middle) (Last)

NOT TO BE COMPLETED BY APPLICANT

DATE OF INTERVIEW	COMMENTS

SHELL

AN EQUAL OPPORTUNITY EMPLOYER

APPENDIX C, EXHIBIT IX

EMPLOYMENT APPLICATION

SHELL OIL COMPANY
SHELL CHEMICAL COMPANY*
SHELL DEVELOPMENT COMPANY*
SHELL PIPE LINE CORPORATION

*A DIVISION OF SHELL OIL COMPANY

Complete with ink or typewriter

GENERAL

DATE	EMPLOYMENT INTERESTS	☐ FULL-TIME	☐ PART-TIME	☐ SUMMER	DATE AVAILABLE FOR EMPLOYMENT
TYPE OF WORK DESIRED					

PERSONAL

NAME	FIRST	MIDDLE	LAST	TELEPHONE	AREA CODE	NUMBER
PERMANENT ADDRESS	NUMBER	STREET	CITY		STATE	ZIP CODE
MARITAL STATUS	NUMBER *(Exclude Yourself)* OF DEPENDENTS	IF YOU ARE NOT A U.S. CITIZEN, WHAT TYPE VISA DO YOU HAVE?	SOCIAL SECURITY NUMBER			

EDUCATION

CIRCLE HIGHEST GRADE COMPLETED	GRADE SCHOOL	1	2	3	4	5	6	7	8	HIGH SCHOOL	9	10	11	12		

COLLEGE OR UNIVERSITY	DATES ATTENDED				GRADUATED		MAJOR SUBJECT	DEGREE
	FROM		TO					
	MO.	YR.	MO.	YR.				
					☐ Yes	☐ No		
					☐ Yes	☐ No		
					☐ Yes	☐ No		
					☐ Yes	☐ No		

OTHER SPECIAL TRAINING AND DATES

MILITARY

BRANCH OF U.S. SERVICE	HIGHEST RANK	DATE ENTERED	DATE DISCHARGED OR SEPARATED	TYPE OF DISCHARGE OR SEPARATION
MILITARY OCCUPATIONAL SPECIALTY				

EMPLOYMENT

LIST YOUR WORK EXPERIENCE WITH YOUR PRESENT AND LAST THREE EMPLOYERS

EMPLOYER	DATES				JOB HELD (DESCRIBE DUTIES BRIEFLY)	REASON FOR LEAVING
	FROM		TO			
	MO.	YR.	MO.	YR.		
1. PRESENT EMPLOYER NO. STREET CITY STATE						
2. LAST NO. STREET CITY STATE						
3. PREVIOUS NO. STREET CITY STATE						
4. PREVIOUS NO. STREET CITY STATE						

HAVE YOU EVER BEEN EMPLOYED BY SHELL? ☐ YES ☐ NO	IF YES, WHERE	DATES

SR-1543 (REV. 1-70)

PHYSICAL

ONDITION OF HEALTH	HEIGHT	WEIGHT
DESCRIBE ANY PHYSICAL LIMITATIONS		

In the event of my employment by any one of the companies listed on the face of this form and/or subsequently by an affiliated or subsidiary ompany, and in consideration thereof, I agree to the following provisions:

RELATIVES

As an applicant for employment, I understand that if there is any person employed by Shell or any affiliated or subsidiary company who is 'close relative" (as defined in the footnote*) of me or my husband or wife, it is my obligation to provide full information of such relationship. I agree that any inaccuracy or misstatement in this regard, even if due to lack of knowledge or misunderstanding, will be cause for cancellation of my application or separation from the Company's service if I have been employed. (Check appropriate box below).

I HAVE: ☐ NO SUCH RELATIVES ☐ SUCH RELATIVES IDENTIFIED	NAME	SHELL LOCATION	HOW RELATED
	NAME	SHELL LOCATION	HOW RELATED

I also agree that should such a relationship come into existence through any marriage after my employment, I will make the relationship immediately known to the Company. I understand that such relationship will not affect my employment unless a husband-wife relationship is involved.

CONDITIONS

1. I understand employment is contingent upon meeting the Company's standard physical requirements.
2. In the event of my employment, I will furnish proof of date of birth, military discharge and appropriate academic transcripts. Also, I realize it will be necessary to sign an invention agreement, a conflict of interest statement and a confidential information statement.

REFERENCES

I authorize and request each employer, person, firm or corporation named herein to answer all questions that may be asked, and to give all information that may be sought, in connection with this application or concerning me or my work habits, character, skill or action in any transaction.

I certify that all statements I have made in this application are true and agree that any misrepresentation or omissions of facts called for will be sufficient cause for cancellation of my application for employment or immediate dismissal from the Company's service if I have been employed.

SIGNATURE OF APPLICANT	DATE

Shell follows a policy of not employing relatives. The purpose of this rule is to permit employment, transfer and promotion of employees without influence or prejudice arising from family connections. Any applicant who has a close relative who is either a Company employee actively employed or on military leave or other leave of absence, or the spouse of a Company employee, or whose own spouse has any such close relative, is not considered eligible for employment. For this purpose, the "close relative" of an applicant or of his or her spouse shall include any of the following: spouse, father, mother, brother, sister, son, daughter, uncle, aunt, nephew and niece, including in connection with each, "step", "in-law", or "half" relationships. This general rule also is applicable when the relative is employed by an affiliated or subsidiary company.

APPENDIX C, EXHIBIT IX

STATE OF LOUISIANA
DEPARTMENT OF LABOR
DIVISION OF WOMEN AND CHILDREN

To obtain a vacation work permit or certificate, the minor must bring this form, properly filled, to the parish superintendent of schools of any parish, except in Orleans Parish, to the representative of the Commissioner of Labor. **He must also bring a birth certificate.** If under 16 years of age the minor must bring a certificate of health signed by a physician.

INTENTION TO EMPLOY

MINORS UNDER 18

(Required under provisions of R.S. 23:151-234)

The certificate or vacation work permit will be denied unless all provisions of Act 301 of 1908, as to hours, type of employment, etc., are complied with.

Employers who employ minors illegally are subject to penalties, (fines and/or jail sentences) according to provisions of R.S. 23:231-234, if convicted of a violation.

______________________________ Date ______________________________
(City)

____
(Parish)

Upon receipt of the employment certificate or the vacation work permit, the undersigned intends to employ:

______________________________ ______________________________ ________
(Name of Minor) (Address of Minor) (Age)

in the capacity of ____
(Specific Occupation) (Industry)

for ________ days per week; for ________ hours per week; ________ hours per day beginning ________

________ A. M. and closing ________ P. M. with a lunch period of ________________, the rate of

pay to be ________ per hour or ________ per day or ________ per week.

____
(Name of Employer) (Business Address)

____
(Signature of Employer or Authorized Agent)

This form must be executed and signed by an officer of employing firm.

APPENDIX C, EXHIBIT IX

STATE OF LOUISIANA

DEPARTMENT OF CIVIL SERVICE

BATON ROUGE, LOUISIANA

APPLICATION FOR
TUDENT EMPLOYMENT
F 100 (6-11-80)

FILE THIS FORM
WITH EMPLOYING AGENCY

AME OF APPLICANT	POSITION APPLIED FOR	SEX ☐ Male ☐ Female	TELEPHONE NO
OME ADDRESS	DATE OF BIRTH	PLACE OF BIRTH	SOCIAL SECURITY NO
ITY OR TOWN, STATE, ZIP CODE	MARITAL STATUS ☐ Single ☐ Married ☐ Divorced ☐ Widowed ☐ Separated		

Definition of Bona Fide Student
Civil Service Rule 1.5.1

'Bona fide Student' means a person enrolled in an accredited high school, college, or university in the State, or in a State-operated vocational-technical school, in a sufficient number of courses and classes in such institution to be classified as a full-time regular student under the criteria used by the institution in which he is enrolled. A bona fide student shall not lose his status as such because of vacations during the ademic year or because of his failure to attend summer school.

	YES	NO	Use this space to explain "Yes" answers to Questions 1, 2, and 3.*
1. Are you now, or have you ever been, a member of any foreign or domestic organization, association, movement, group or combination of persons which is Totalitarian Fascist, Communist, or Subversive or which has adopted, or shows a policy of advocating or approving the commission of acts of force, or violence to deny other persons their rights under the Constitution of the United States, or which seeks to alter the form of government of the United States by unconstitutional means?			
2. Have you ever been discharged from a position because your conduct or work was not satisfactory?			
Have you ever resigned a position after being notified that your conduct or work was not satisfactory?			
3. Have you ever been arrested?			
Have you ever been charged, indicted, or summoned into court as a defendant?			
Have you ever been held by Federal, State or other law enforcement authorities for any violation of any Federal law, State law, Parish or Municipal law, regulation or ordinance?			

*Article VIII, Paragraph 6, of the Louisiana Constitution provides in part that "The following persons shall not be permitted to register, vote, or hold office or appointment of honor, trust or profit in this State: to wit: Those who have been convicted of any crime which may be punishable by imprisonment in the penitentiary, and not afterward pardoned with express restoration of franchise; * * *"
The Louisiana Supreme Court has interpreted the word "penitentiary" to mean the Louisiana State Penitentiary.
Any or all of your statements in this application may be investigated to determine their accuracy.

4. ARE YOU NOW A FULL-TIME REGULAR STUDENT? ☐ Yes ☐ No

5. WHAT IS THE NAME OF THE SCHOOL, COLLEGE OR UNIVERSITY YOU ARE NOW ATTENDING OR LAST ATTENDED?

NAME OF SCHOOL	ADDRESS

6. WHAT IS HIGHEST GRADE COMPLETED (CHECK)

HIGH SCHOOL ☐ 9 ☐ 10 ☐ 11 ☐ 12	COLLEGE ☐ 1 ☐ 2 ☐ 3 ☐ 4 Years	GRADUATE SCHOOL ☐ 1 ☐ 2 Years

7. IF YOU ARE NOT PRESENTLY ATTENDING SCHOOL

A. WHEN WERE YOU REGISTERED LAST?	MONTH	YEAR	B. WHEN DO YOU PLAN TO RETURN TO SCHOOL?	MONTH	YEAR

I certify that the answers I have given to each and all of the foregoing questions are true to the best of my knowledge. If I am appointed, I agree to promptly notify the proper agency official of any change in my status as a student, including any reduction in courses taken, termination of student status, or scholastic probation.

DATE	SIGNATURE OF APPLICANT

REPORT OF SCHOOL OFFICIAL

THE RECORDS OF THIS SCHOOL INDICATED THAT THE APPLICANT NAMED HEREIN

IS CLASSIFIED AS A FULL-TIME REGULAR STUDENT OF THIS SCHOOL UNDER ITS CRITERIA	☐ Yes ☐ No	B. HAS COMPLETED HIS COURSE AND RECEIVED A DIPLOMA OR CERTIFICATE OR HAS GRADUATED	☐ Yes ☐ No	C. HAS APPLIED FOR ENROLLMENT IN THIS SCHOOL EFFECTIVE	☐ Yes ☐ No

NAME OF SCHOOL	ADDRESS	
SIGNATURE OF SCHOOL OFFICIAL	TITLE	DATE

AGENCY REVIEW OF STUDENT STATUS

ATE REVIEWED	INITIALS	DATE REVIEWED	INITIALS	DATE REVIEWED	INITIALS
		2.		3.	
		2.		3.	

(List Previous Work Experience on Reverse Side)

APPENDIX C, EXHIBIT X

EXEMPLARY PROGRAM FOR OCCUPATIONAL PREPARATION

Survey Form for O.J.T.

Student's Name ______________________________ Classification __________
Date of birth ______________________________ Course ____________________
Previous related courses 1. ____________ 2. ____________ 3. ____________
I.Q. ______________________________ Number of earned Units _____
Minimum units needed for graduation ______________________________

Work Traits Rating Scale (Excellent, Good, Fair, Poor)

Academic record ____________________ Attendance ____________________
Physical condition ____________________ Appearance ____________________
Verbal Ability ____________________ Attitude Towards Work ____________________
Teacher rating for O.J.T. ____________________ Interviewer's rating ____________________

Interviewer ______________________________

EXEMPLARY PROGRAM FOR OCCUPATIONAL PREPARATION

EMPLOYER CONTACT RECORD

Name of firm --
Address-------------------------------- Telephone ----------------
Person to see -------------------------- Title -------------------
Nature of firm's business -----------------------------------
Approximate number of employees -----------------------------
Contacted for student employment as -------------------------

Date of contact How Contacted Results

State briefly the chief reason why you might leave school.

____

____

____

What do you plan to do when you leave high school?

____ go to college
____ go to a technical school
____ go to a trade school
____ other plans, what are they? ______________________________

____

____ go to business school
____ go to work
____ military service

State the chief reasons for your plans indicated above.

____

____

If you have decided upon the particular school or college that you plan to enter after leaving school, name it

____

What do you enjoy in life more than anything else? ____________

____

What achievements in school have given you greatest satisfaction?

____

____

What occupations or fields of work have you considered for your life's work?

First choice ____

Second choice ____

Third choice ____

Reason for first choice ______________________________

When did you begin considering this choice? ______________

If you could do just as you wished, what would you want to be doing when you are around 30 years old?

____

How much schooling do your parents or guardians want you to complete?

____

What vocation do your parents want you to follow? _____________

Why? ____

APPENDIX C, EXHIBIT XII

STUDENT PERSONAL DATA FORM

Introduction to Vocations

To the Students:

The purpose of this form is to bring together essential information about you, so that your teacher will know you better. Answer the questions frankly and completely as possible. The forms are for confidential use only.

Date ____________

Name ______________________________ Age ____________

Home Address ________________________ Phone ____________

Place of Birth ____________ Date of Birth ____________

Father's or Guardian's name ______________________________

Father's Occupation ____________ Highest grade completed ______

Mother's Occupation ____________ Highest grade completed ______

Older brothers and sisters:

Sex (M or F)	Approximate age	Highest grade Completed	Occupation

Was your last year's scholastic standing high? ____ above average? ____ below average ________ low ________ (check one)

List the subject that:

You like best:	You dislike most:	Is easiest:	Is hardest:

Do you plan to graduate from high school?

If you do not plan to graduate from high school, encircle the last grade which you plan to complete.

Grade 9 10 11 12

APPENDIX C, EXHIBIT XI

STUDENT'S JOB SHEET

Name ______________________________ School _____________________

Training Station

Date	Department	Job	Hours	Salary	F.I.C.A.	Fed. Tax

APPENDIX C, EXHIBIT XIII

NAME: ______________________________ DATE: ____________________

STEPS THAT LEAD TO A JOB

1. Below you will find some steps that you may have to take leading up to a new job. Can you put them in the right order in which they take place? Write numbers 1, 2, 3, and so on where you see ( ).

( ) Interviewing with the employer.
( ) Reporting to work the first day.
( ) Finding the job
( ) Writing or telephoning for the interview.
( ) Finding out how to get to the place of interview.
( ) Finding out when the bus or train leaves (and returns) to get you to the place of interview on time.
( ) Getting yourself ready for the interview by planning what to wear.
( ) Thanking the employer for the interview.
( ) Getting your first week's pay.
( ) Punching a time clock when you come in and when you leave.
( ) Looking in the Help-Wanted section of your newspaper.
( ) Making sure that you have enough money to pay for your bus or train fare to and from the place of interview.

2. Check the way you should look when you report for a job interview:

BOY	GIRL
( ) Chewing gum	( ) Chewing gum
( ) Shined shoes	( ) Shined shoes
( ) Smoking a cigarette	( ) Smoking a cigarette
( ) Neatly pressed pants	( ) Neat day outfit
( ) "Loud" sport shirt	( ) A lot of makeup
( ) Neatly combed hair	( ) A lot of jewelry

APPENDIX C, EXHIBIT XIII (con'd)

SELLING YOURSELF TO THE EMPLOYER

1. Remember while on the actual interview:
   - A. The interviewer is sizing you up when you walk in, so show CONFIDENCE.
   - B. If interviewer is a man, extend hand and give firm shake. If interviewer is a woman, only extend hand if she does.
   - C. Give the correct greeting, "Good morning, Mr. __________. "I am ________ ____________, a student from ____________ High School, and I am applying for a position." (KNOW THE PERSONNEL MANAGER'S NAME)
   - D. Treat the employer with respect but not fear.
   - E. Be yourself.
   - F. Have correct posture while standing and sitting.
   - G. Do not sit until told to do so. (Do not cross legs.)
   - H. Use correct English. (Avoid using slang.)
   - I. Do not chew gum or smoke. If offered a cigarette by the interviewer, refuse politely.
   - J. Avoid saying, "I don't know."
   - K. Try to answer the questions by saying more than "Yes" or "No."
   - L. YOU ASK QUESTIONS
     1. duties
     2. hours
     3. advancement
     4. permanence

II. Be able to answer the following questions:
   - A. Why did you leave your last job? (Give an honest answer, but be careful. If you were fired, explain and give a reason why it will not happen again.)
   - B. What kind of work do you want? (Don't say, "Anything.")
   - C. Why did you come here to apply? (State career objectives and tell how the store may help you achieve them.)
   - D. Do you think that you are qualified for the job? (Be convincing.)
   - E. Do you have health problems?
   - F. Have you ever been arrested?
     1. Acquitted
     2. Charges
     3. Convicted

III. BE SURE TO THANK THE PERSONNEL DIRECTOR FOR THE INTERVIEW.

APPENDIX C, EXHIBIT XIII (con'd)

Physical Characteristics

9. Frequently we offend others unknowingly. The list below was compiled from the results of hundreds of answers to the question, "What physical traits keep people from presenting a good appearance and hence hurt their personalities?" Place a check mark before each thing that applies to you.

____Dirty fingernails
____Dirty hands
____Beard
____Excessive make-up
____Powder smears or dabs
____Yellow or unclean teeth
____Food between teeth
____Visible blackheads
____Pimples on face
____Dirty neck
____Greasy hair
____Dirty ears
____Dirty scalp
____Dandruff
____Hair too long
____Ragged fingernails
____Dirty shirt
____Soiled underclothes
____Dirty colllar and cuffs
____Baggy trousers or skirt
____Soiled suit or dress
____Runs visible in hose
____Hose seams crooked
____Run-over heels

____Unshined shoes
____Dirty, dirty shoes
____Body odor
____Halitosis
____Too few baths
____Inappropriate clothes
____Stoop shoulders
____Slouchy walking
____Awkward posture
____Hair not combed
____Greasy skin
____Gaudy fingernails
____Broken shoestring
____Buttons missing
____Tie poorly tied
____Tie crooked
____Tie wrinkled
____Collar wrinkled
____Clothes fitting poorly
____Dirty handerchief
____Wrinkled suit or dress
____Soiled, dusty purse
____Torn gloves
____Dirty gloves

Number of checks ____

If you checked fewer than five items, you are neater and better groomed than the average college student.

If you checked between five and ten items, you are below average in neatness and should do something about it now.

If you checked more than fifteen, you are in pretty bad shape. Drastic action is necessary.

Look over the items that you checked. Each one is a personality defect in the eyes of other perons. Every one of these defects can be eliminated.

APPENDIX C, EXHIBIT XIV

MEMORANDUM

To: Teachers in Industrial Education Department

From: Jude T. Sorapuru, Vocational Counselor E.P.O.P.

Re: Evaluation and summary of responses to written exercise of self-concept following self-development seminar held on Friday, February 26, 1971.

Date: March 3, 1971

ME

I am ______________________________

I would like to ______________________________

Sometimes I think ______________________________

Once when I was little ______________________________

If only ______________________________

When I like someone, it's usually because ______________________________

When I dislike someone, it's usually because ______________________________

I show that I like others by ______________________________

I show my dislike of others by ______________________________

My best friend is ______________________________

My home is ______________________________

Senior High School ______________________________

Usually teachers are ______________________________

Education is important because ______________________________

When I get older, I ______________________________

It is easy to ______________________________

Something I find hard to do is ______________________________

If I could do exactly what I wanted to do now I'd ______________________________

Someone I think is great is ______________________________

Who am I? - Most responses here indicated identity as being Black and a Student.

I would like to - Most students expressed a definite goal for themselves. Many stated a general goal such as, "I would like to be rich" or "I would like to be well known ."

Sometimes I think - Responses here were generally indecisive. Thoughts reflected uncertainty about future plans and state of the world and society.

Once when I was little - Most responses here indicated that respondents early plans have since changed. This indicates a maturation process and changes in values. Many people did not complete this statement.

If only - Most responses to this statement indicated the desire for success and stature in life. The significant point here is that most of these are attainable if one worked at them. Some, however, are unrealistic as: "If only all people were black."

When I like someone, it's usually because and - Responses here indicate a reciprocal type of relationship. "I like them if they like me." The reasons most often given were personality and attitude.
When I dislike someone it's usually because

I show I like others by and - Responses here indicate a reserved attitude towards interpersonal relationships. Most statements only indicated a willingness or unwillingness to communicate according to how they felt towards the person. There seemed to be a lack of depth in their desire to show someone they liked them but some depth in their expression of dislike.
I show I dislike others by

My best friend is - A surprising number of responses described the respondent as his own best friend or indicated they had no best friend. This again indicates a lack of depth in their interpersonal relationships.

My home is - No significant responses. Most just listed their address.

Senior High School - No significant responses. Same as above.

Usually teachers are - Most responses here were positive and complimentary. A few responses questioned the motives of teachers and their interests.

Education is important because - Practically all statements made related to the need for education in securing a job or a good job.

When I get older, I - Most answers given here indicate the desire to accomplish material well-being; i.e., good job, rich, big house.

It is easy to - Responses here indicated that many of the respondents felt it was easy to "get into trouble" or be negative.

Something I find hard to do is - Answers range from school assignments to resisting temptation and getting a job.

If I could do exactly what I wanted to do now I'd - Most students did not complete this statement. However, some indicated they would remove themselves from school or the city or the state. Others, again expressed the desire to have great wealth or a good job, house, etc.

Someone I think is great is - The majority of responses named the parents. One named H. Rap Brown, another, James Brown.

APPENDIX C, EXHIBIT XV

ATTITUDES TOWARD WORK SURVEY

Grade ______ Male or Female Age _____

We want to know what you think about jobs and work. You can tell us what you think by answering some questions. On the next three pages there are 20 questions to answer.

Directions:

Read each question.
Read the answers.
Pick out the answer that tells how you would answer the question.
Draw a line under that answer.

Before you start, look at these samples.

Sample A

Do you think an adult who has a job should be paid for doing his work?

YES NO

If you think that the answer to the question is "Yes," you would draw a line under "Yes" as shown above.

Here is another sample.

Sample B

Which of these do you think is most true about jobs?

All people have jobs.
Many people have jobs.
Only a few people have jobs.

Which answer tells how you would answer the question? Draw a line under that answer.

There are no right or wrong answers. You will not be asked to explain your answers. We only want to know what you think about jobs and work.

Remember, read the question and draw a line under the answer that tells how you would answer the question.

APPENDIX C, EXHIBIT XV (con'd)

Here are some questions that can be answered

YES NO

Draw a line under One of these answers for each question. Do not skip any questions.

- -

1. Would you like to listen to someone tell about the kind of work they do on their job?

   YES NO

2. Two people are talking about the kind of work you want to do when you are grown up. Would you listen carefully to learn something about the job?

   YES NO

3. Would you watch a TV program that tells about the kinds of jobs in your community?

   YES NO

4. If friends of your family began to tell you about their jobs, would you ask questions about the jobs?

   YES NO

5. Would you enjoy visiting a place where people work so you could learn about different kinds of jobs?

   YES NO

6. Are you able to picture yourself working in a certain kind of a job when you finish school?

   YES NO

7. Do you think it is important for you to think about what kind of work you would like to do someday?

   YES NO

8. Do you think you know about the kinds of work you would like to do when you finish school?

   YES NO

APPENDIX C, EXHIBIT XV (con'd)

Here are some questions that have several answers. Draw a line under the ONE answer that best tells how you would answer the question.

- -

9. Which of these ideas do you think is most true about work?

   a) work is always hard and boring
   b) work is usually the same hard grind in whatever job you have
   c) work is sometimes hard and sometimes fun
   d) work is often fun
   e) work is always fun

10. Which of these do you think is most true about jobs?

   a) Any job that pays a lot will be OK with me.
   b) I would like to do a job which I am good at.
   c) I don't care what job I will have, just so I can work.

11. Which of these do you think is most true about work?

   a) Getting paid a lot is more important than liking a job.
   b) Liking a job is more important than getting paid a lot.

12. Work is:

   a) something a person has to do
   b) doing something to help the community
   c) doing something to help yourself
   d) doing something just for the money

13. About the jobs of some of the people in my family, I know

   a) many things
   b) some things
   c) only a few things
   d) nothing

APPENDIX C, EXHIBIT XV (con'd)

Here are some questions that can be answered Yes or No. Draw a line under ONE of these answers for each question. Do not skip any.

- -

14. In choosing a job, would you need to know what kind of a person you are?

YES NO

15. Do you know of any jobs that you think that you would like to do when you finish school?

YES NO

16. Is work important mainly because it lets you buy the things you want?

YES NO

17. By the time you are in high school should you be sure about the kind of work you want to do?

YES NO

18. Could people do any job they wanted to as long as they tried very hard?

YES NO

19. Do you have only a very little idea what having a job would be like?

YES NO

20. Can you think of several jobs that you would like to have when you finish school?

YES NO

APPENDIX C, EXHIBIT XVI

APPLICATION FOR ENROLLMENT IN THE WORK EXPERIENCE PROGRAM OF INDUSTRIAL ARTS

Name ____________________ Parent or Guardian's Name ____________________ Date ____________

Address ____________________________________ Phone Number ________________

Age _____ Sex _______ Height _______ Weight ______ Social Security # _____________

Distance from school ____

Grade in school ____ Do you plan to go to college? Yes _____ No __________

List the high school credits you have earned in: Math _____ English _______

Social Studies ______ Science ________ Industrial Arts __ ________________

Commercial ______________ Other _____________

Parent's Occupation: Father ___________________ Mother _____ ______________

What type of curriculum are you enrolled in? College Prep. ________________

General ___________________________ Vocational ____________________________

What hobbies do you enjoy? ____

List the clubs and organizations to which you belong ____________________

____

Do you wear glasses? Yes ____ No ____ Will you have transportation to work?

Yes ____ No ____ Do you have any physical handicaps? Yes ____ No ____ If Yes,

please explain: ____

List the name of employer and previous jobs you have held and the length of time spent on the job.

Name of Employer	Job	Length of Time

What occupations do you prefer to receive training in?

First Preference ____

Second Preference ____

APPENDIX C, EXHIBIT XVI (con'd)

APPLICATION FOR ENROLLMENT IN THE WORK EXPERIENCE PROGRAM OF INDUSTRIAL ARTS (continued)

What types of work do you dislike? ______________________________

Will you be available to work after school? _____ On Saturday _________

What subjects do you need to graduate? ______________________________

Teacher Comments

1. Student Strengths or Deficiencies

2. Would you recommend this student for vocational training? Why?

3. Would you consider this student a potential drop-out? Why?

4. Comment on student's personality and attitude.

Counselor Appraisal

If not enough space available, please use back of sheet

APPENDIX C, EXHIBIT XVII

TRAINING PLAN FOR COOPERATIVE WORK EXPERIENCE IN INDUSTRIAL ARTS

____________________ (Name of student) ________ (Age) __________ (Grade)

____________________ (Industrial Occupation) ____________________ (Training Station)

____________________ (Person responsible for training) ____________________ (Number of weeks in training)

HOURS:	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
In School	____	____	____	____	____	____
Training Center	____	____	____	____	____	____

Beginning Wages: $________ per hr. Starting date: __________

TRAINING CENTER OUTLINE

KNOWLEDGE-OPERATIONAL SKILLS-ABILITIES	HOURS P*	 C**
DATE TOTAL HOURS		

* Planned
** Completed

APPENDIX C, EXHIBIT XVII (con'd)

Provisions

1. The school shall be responsible for providing technical and related instruction.
2. The training shall progress from job to job in order to gain experience in all phases of the occupation listed above.
3. The schedule of compensation shall be set by the center and in line with other employees of like experience and ability.
4. The Industrial Arts instructor will assist in the adjustment of problems.
5. The parent shall be responsible for conduct of student.
6. The student agrees to perform his duties at the training center and in school diligently and faithfully.
7. The student shall have the same status as other employees and the training may be terminated for the same reasons as any other employee
8. No regular employee shall be laid off to train the student.
9. If the student drops out of school, he will not be employed by the training center for a period of less than 90 days.

OCCUPATIONAL COURSE OF STUDY

INFORMATION UNITS OF INSTRUCTION IN OCCUPATIONAL AREA	HOURS	
	P*	C**

DATE ______________ ______________ TOTAL HOURS ______________

* Planned
** Completed

(Student) (Employer)

(Parent or Guardian) (Industrial Arts Instructor)

(Chairman of Advisory Committee) (High School Principal)

APPENDIX C, EXHIBIT XVIII

ME

I am ____

____

I would like to ____

____

Sometimes I think ____

____

If only ____

____

When I like someone, it's because ______________________________

____

I show that I like others by ______________________________

____

My best friend is ____

Elementary School is ______________________________________

Teachers are ____

Education is important because ______________________________

When I get older, I ______________________________________

Something I find hard to do is ______________________________

____

If I could do what I wanted to do now I'd ____________________

____

Someone I think is great is ______________________________

APPENDIX C, EXHIBIT XIX

Exemplary Program for Occupational Preparation

Student's Work Report

Week Ending ______________________________
Student ______________________________
Firm ______________________________
Department ______________________________
Supervisor ______________________________

Please describe the various types of work you have done this week.

____
____
____
____

On what type of work did you spend most of your time during the past week?

____
____
____

How would you rate your overall performance during the past week on the job?

Very Good _____ Good ____ Satisfactory ____ Poor ____

What instructions do you need to improve your performance on the job?

____
____
____
____

Are you happy in the area where you are working? Yes _____ No _____
Do you feel that you are learning on the job? Yes _____ No _____
Has anything occurred that would require an immediate conference? Yes _____ No _____

Comments:

APPENDIX C, EXHIBIT XIX (con'd)

" Things to Think about when making Occupational or Vocational Decisions "

1. What do I like about this job?

2. How much training is required?

3. How much education is required?

4. What physical characteristics are required?

5. Is there a need for these type workers?

6. What are the working conditions?

7. What are the possibilities for promotion?

8. Is the salary usually good?

9. Do I meet the physical and mental requirements?

10. Does anyone else feel I will be successful at this job?

11. Does the job require special abilities for dealing with people?

12. What type work have you done which is related to this occupation?

APPENDIX C, EXHIBIT XI

THIS IS TO SEE HOW YOU FEEL ABOUT SOME THINGS. THERE ARE NO RIGHT OR WRONG ANSWERS. CIRCLE EITHER THE YES OR NO ACCORDING TO HOW YOU FEEL.

1. When you finish school do you want to work? YES NO
2. Do you think all jobs are important? YES NO
3. Do you think people who work are happy? YES NO
4. When you get a job do you think you will be a good worker? YES NO
5. Do you think people should work hard? YES NO
6. Should all grown-ups work? YES NO
7. Would you like to have a summer job when you are old enough? YES NO
8. Would you like to do an important job? YES NO
9. Should people who have families have to work? YES NO
10. Should people get money who don't work? YES NO
11. Do you think anybody really wants to work? YES NO
12. Will you just work hard enough to get by? YES NO
13. Do you think you should work to get money? YES NO
14. Do you think people who work help other people? YES NO
15. Do you like adults who don't work? YES NO
16. Do you like adults who work? YES NO
17. Do you think people work just for money? YES NO
18. Should people ever do a job they don't enjoy? YES NO
19. Do you think people who work are unhappy? YES NO
20. Do you think people who work make lots of friends? YES NO

APPENDIX C, EXHIBIT XXI

Name: ______________________________ Date: ______________

What are your hobbies?

HOW WELL DO YOU KNOW YOURSELF?

When you go for an interview, you will be asked many questions about yourself. You will have to have answers ready. Here are some questions that you surely will be asked and for which you must know the answers:

1. Your name, address, and telephone number.
2. The name of the high school you attended and for how long.
3. The subject you liked best in high school.
4. (a) Whether you have any hobbies.
   (b) What they are.
5. Why you are looking for the kind of work for which you are being interviewed.
6. The kind of jobs you had before and the reason for leaving your last job.
7. Names, addresses, and phone numbers of at least three people who know you and can be asked to give references.
8. Any physical defects you may have, such as poor eyesight, poor hearing, lameness, or any other.

Test yourself to see if you know all the answers now. Write your answer to each of the above points of information you are expected to know. Be sure to match the numbers correctly.

1. ____

____

2. ______________________________

____

3. ______________________________

____

4. (a) ______________________________

____

(b) ______________________________

____

5. ______________________________

____

6. ______________________________

____

7. ______________________________

Name: ______________________________

Address: ______________________________

Name: ______________________________

Address: ______________________________

Name: ______________________________

Address:

8. ______________________________

____

APPENDIX D EXHIBIT 1

An Exemplary Program

for

Occupational Preparation

CAREER EDUCATION

WORKSHOP

June 12 - 15, 1973

Walter L. Cohen Senior High School
Auditorium
New Orleans Public Schools

APPENDIX D EXHIBIT I (Con't.)

Consultants

Dr. Kenneth B. Hoyt
University of Maryland

and

Miss Sue Ann West
Counselor
Hickory Elementary School
Bellaire, Maryland

****

E. P. O. P. STAFF

William G. Young, Project Director

Richard A. Theodore, Project Coordinator

David L. Coleman, Vocational Counselor and OJT Coordinator

Charles A. Harris, Middle School Vocational Advisor

Leonard C. Belton, Elementary School Vocational Advisor

Patricia W. Johnson, Secretary

SCHOOLS SERVED

George Washington Carver Senior High School - Mr. Manuel J. Foy, Principal
George Washington Carver Middle School - Mr. David L. Gross, Principal
Henderson H. Dunn Elementary School - Mr. Ernest J. Wilderson, Principal
Helen S. Edwards Elementary School - Mrs Helena E. Patten, Principal
Robert R. Moton Elementary School - Mrs. Rosemary S. Smith, Principal
St. Philip the Apostle Elementary School - Sister Naomi Smith, Principal

Mr. Duncan A. Waters, District Superintendent - District III

APPENDIX D EXHIBIT I (Con't.)

TUESDAY - JUNE 12, 1973

9:00 - 10:15	Registration Introduction E. P. O. P. Others Introduction Speaker of the Day Keynote Address Dr. Kenneth B. Hoyt University of Maryland
10:15 - 10:30	Coffee Break
10:30 - 12:00	Film (30 min.) and Commentary
12:00 - 1:00	Lunch
1:00 - 2:15	Small Groups
2:15 - 3:00	Reassemble Large Group Feedback

APPENDIX D EXHIBIT I (Con't.)

WEDNESDAY - JUNE 13, 1973

9:00 - 10:15	**Presentation** **Miss Sue Ann West** **Counselor** **Hickory Elementary School** **Bellaire, Maryland**
10:15 - 10:30	**Coffee Break**
10:30 - 11:20	**General Session Reactions**
11:20 - 12:00	**Small Groups**
12:00 - 1:00	**Lunch**
1:00 - 2:15	**Small Groups**
2:15 - 3:00	**Reassemble for Reactions Period** **Group Report**

THURSDAY - JUNE 14, 1973

9:00 - 10:15	**Demostration Lessons** Grade 1 - Miss Geraldine Wilkerson - Rm. 231 Grade 2 - Mrs. Joyce Turner - Rm. 235 Grade 3 - Mrs. Eloise Richardson - Rm. 243 Grade 4 - Mrs Bettie Lee - Rm. 245 Grade 5 - Mrs. Irene Bouldin - Rm. 246 Grade 6 - Mrs. Anna P. Johnson - Rm. 237 Grade 7 - Miss Virginia Pearie - Rm. 233 Grade 8 - Mrs. Catherine Adams - Rm. 225
10:15 - 10:30	Coffee Break
10:30 - 12:00	Small Groups (Return to Same Rooms) Review E. P. O. P. Materials
12:00 - 1:00	Lunch
1:00 - 2:20	Small Groups
2:20 - 3:00	Reassemble - Auditorium Summation and Instructions

APPENDIX D EXHIBIT I (Con't.)

FRIDAY - JUNE 15, 1973

9:00 - 12:00	**Assemble for Fieldtrip** **Amstar Corporation, Chalmette** **Bunny Bread Bakery** **South Central Bell** **Jaxson Brewing Company** **Times-Picayune Publishing Company**
12:00 - 1:00	**Lunch**
1:00 - 2:15	**Small Group Discussion and Development of Activities**
2:15 - 3:45	**Closing Remarks**
3:45 - 3:00	**Evaluation**

APPENDIX E

EVALUATION DESIGN: PRODUCT OBJECTIVES

Exemplary Program for
Occupational Preparation

New Orleans Public Schools
731 St. Charles Avenue
New Orleans, Louisiana 70130

PREPARED BY:

Educational Planning & Evaluation Services

Box 689

Magnolia, Arkansas 71753

OVERALL PROGRAM

EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. The project staff will develop an Exemplary Program for Occupational Preparation as indicated by the successful achievement of at least 75 percent of the objectives and by a rating by the on-site committee of at least a mean of 72 points on the Rating Sheet for Exemplary Projects.	End-of-Year Evaluation Report and U. S. O. E. Rating Scale	June 30, 1973 Already available	Evidence of success of the program	N/A	June 30, 1973	Evaluator
2. The Orleans Parish School Board will respond positively to the EPOP as indicated by their approval of at least 75 percent of the activities proposed by the staff for continueation after Federal funding has expired.	Record of board action in minutes of meeting	June 30, 1973	Proposal which includes successful aspects of the program, based upon evaluator's reports	N/A	June 30, 1973	Project Director
3. The students participating in the EPOP will improve their attitudes toward work as indicated by ratings by teachers of work habits in the classroom. It is expected that the mean post test score will be 10 percent greater than the mean pretest score on the Work Habits Rating Scale.	Work Habits Rating Scale	Already available	Teachers' observation of students' work habits in the classroom	Sample of students in EPOP, grades 1, 3, 5, 7, and high school	Pretest October, 1972 Post test May, 1973	Vocational Advisors

VERALL PROGRAM

DATA ANALYSIS TECHNIQUES	DATA ANALYSIS PRESENTATION				
		Dissemination of Evaluation Results for Overall Project			
	Evaluator's Report Date	Person Responsible	Method	Schedule	Recipient/ Audience
. Compare evaluation results in the End-of-Year Evaluation Report and U.S.O.E. on-site committee with the stated objective.	June 30, 1973	Project Director	Written reports, Oral presentations, Newsletters	August 1, 1973	School Personnel, School Board, State Dept. of Education, USOE, Advisory Committee, Various Community Groups
2. Compare the school board's action against what was proposed by project staff. Calculate the percentage of proposed program activities accepted by the school board.	June 30, 1973	Project Director	Written reports, Oral presentations, Newsletters	August 1, 1973	School Personnel, School Board, State Dept. of Education, USOE, Advisory Committee, Various Community Groups
. Compare mean pretest score and mean post test scores and compute percent of gain.	June 30, 1973	Project Director	Written reports, Oral presentations, Newsletters	August 1, 1973	School Personnel, School Board, State Dept. of Education, USOE, Advisory Committee, Various Community Groups

kc

DATA COLLECTION INSTRUMENTS
OVERALL PROGRAM, OBJECTIVE NO. 1

Instrument No. 1

End-of-Year Evaluation Report

Instrument No. 2

Attached Rating Sheet

Grantee Organization: ____________________ State: ____________________ Project No.: ____________

RATING SHEET

for Projects Funded under Part D of P.L. 90-576

EXEMPLARY PROJECTS IN VOCATIONAL EDUCATION

Summary Comments:

Summary of Numerical Ratings:

Part I - Responsiveness to Policy Paper	________
Part II - Technical Quality of Project	________
A. Implementation of Plan of Operation	________
B. Personnel and Facilities...........	________
C. Project Management and Coordination of Project Components........	________
Grand Total	________

Name and Organization of Evaluator: ______________________________

Signature of Evaluator: ______________________________ Date: ____________

EVALUATION SHEET

PART I - Responsiveness to Requirements Specified in Policy Paper No. AVL-V70-1.
(As stated in the proposal.)

	Low		SCALE Medium		High
A. Extent to which the project makes provision for broad occupational orientation at the elementary and secondary schools levels so as to increase student awareness of the range of options open to them in the world of work.					
(1) Elementary level	0	1	2	3	4
(2) Junior High Exploration	0	1	2	3	4
(3) Secondary Level	0	1	2	3	4
B. Extent to which the project provides for work experience, cooperative education and similar programs, making possible a wide variety of offerings in many occupational areas.					
(1) Junior high level (grades 7-9)	0	1	2	3	4
(2) Senior high level (grades 10-12)	0	1	2	3	4
C. Extent to which the project makes provision for students not previously enrolled in vocational programs to receive specific training in job entry skills just prior to the time that they leave the school. (Some of these training programs might be very intensive and of short duration.)	0	1	2	3	4
D. Extent to which the project makes provision for intensive occupational guidance and counseling during the last years of school and for initial placement of all students at the completion of their schooling.					
(1) Guidance and Counseling	0	1	2	3	4
(2) Placement	0	1	2	3	4

PART I - TOTAL SCORE: ________

RATING SHEET

PART II - Technical Quality of Project

	Low		Medium		High
A. Implementation of Plan of Operation:					
1. The objectives of the project are being implemented according to the stated time schedule.	0	1	2	3	4
2. The procedures for achieving the objectives are appropriate for implementing the objectives and technically sound.	0	1	2	3	4
3. The project evaluation subcontractor has data which measures the extent to which the objectives are being accomplished.					
(1) Elementary occupational awareness	0	1	2	3	4
(2) Secondary occupational awareness	0	1	2	3	4
(3) Work exploration in junior high school	0	1	2	3	4
(4) Work experience at senior high school/post-secondary levels	0	1	2	3	4
(5) Guidance and counseling activities					
(a) Junior high school	0	1	2	3	4
(b) Senior high school	0	1	2	3	4
(c) Post-secondary	0	1	2	3	4
(6) Placement					
(a) Senior high school	0	1	2	3	4
(b) Post-secondary	0	1	2	3	4
4. The project personnel have made realistic efforts to coordinate the activities of this project with other projects and programs having the same or similar purposes.	0	1	2	3	4

			SCALE		
	Low		Medium		High
5. The project includes suitable procedures for insuring that to the extent consistent with the number of students enrolled in nonprofit private schools in the area whose educational needs are of the type which the project is designed to meet, provision was made for the participation of such students.	0	1	2	3	4
6. The project gives special emphasis to youths who have academic, socioeconomic, or other handicaps.	0	1	2	3	4
	PART II-A. TOTAL SCORE:______				
B. Personnel and Facilities:					
1. The project director has a clear understanding of his project duties.	0	1	2	3	4
2. Project director effectively relates to his staff members, school personnel, members of business and industry, and other concerned persons.	0	1	2	3	4
3. The project staff consists of individuals who understand their project duties.	0	1	2	3	4
4. The project personnel effectively perform their duties.	0	1	2	3	4
5. The project has used, where appropriate, outside consultants and specialists from disciplines other than education.	0	1	2	3	4
6. The facilities and equipment available for carrying out the program are adequate.	0	1	2	3	4
7. Any necessary cooperative use of the facilities of other schools, agencies, or organizations has been effectively arranged.	0	1	2	3	4
	PART II-B. TOTAL SCORE:______				

PART II - (Continued)

C. Project Management and Coordination of Project Components

	SCALE				
	Low		Medium		High
1. Extent to which project personnel see the program as being a K-12 sequence.	0	1	2	3	4
2. Extent to which teachers and counselors have been provided inservice training.	0	1	2	3	4
3. Extent to which teachers have been able to incorporate the career development concepts in the regular program.	0	1	2	3	4
4. Extent to which project is viewed as a desirable educational endeavor for all students.	0	1	2	3	4
5. Extent to which the school administrative structure is aware of and supports the program components (likelihood of continuation after federal funding ceases)	0	1	2	3	4
6. Extent to which successful aspects of the program reach the awareness of other educational agencies and the public, in general.	0	1	2	3	4
7. Extent to which materials, techniques and other outputs are readily available to interested parties.	0	1	2	3	4

PART II-C. TOTAL SCORE: ________

DATA PRESENTATION TABLES
OVERALL PROGRAM, OBJECTIVE NO. 1

Table 1: THE EXTENT THAT PROGRAM OBJECTIVES WERE ACHIEVED AS INDICATED BY THE EVALUATION REPORT

Component	Total No. of Product Objectives	No. of Product Objectives Achieved	Percent Achieved
Elementary School			
Middle School			
High School			
Total			

Table 2: A SUMMARY OF THE RATINGS MADE BY THE ON-SITE COMMITTEE ON THE EXEMPLARY PROGRAM FOR OCCUPATIONAL PREPARATION

	Number of Points Given By:			
Rating Categories	Rater 1	Rater 2	Rater 3	Total
Part I - Responsiveness to Policy Paper				
Part II - Technical Quality of Project				
A. Implementation Plan of Operation				
B. Personnel and Facilities				
C. Project Management and Coordination of Project Components				
Total Points				
Mean No. of Points				

DATA COLLECTION INSTRUMENT
OVERALL PROGRAM, OBJECTIVE NO. 2

School Board Minutes

DATA PRESENTATION TABLE
OVERALL PROGRAM, OBJECTIVE NO. 2

Table 3: AN ANALYSIS OF THE SCHOOL BOARD MINUTES CONCERNING ACTION TAKEN ON PROPOSED CONTINUATION OF EPOP

	School Board Approved	
Proposed Program Activity	Yes	No

DATA COLLECTION INSTRUMENT
OVERALL PROGRAM, OBJECTIVE NO. 3

WORK HABITS RATING SCALE

Student________________________________ Date_________________________

Teacher________________________________ School_______________________

INSTRUCTIONS: Consider each item and rate the student according to his or her usual behavior.

Item	Always	Most of Time	Sometimes	Never
1. Starts on time without prompting.......				
2. Uses time wisely.......................				
3. Completes assignments..................				
4. Sees next step.........................				
5. Gets along with peers..................				
6. Enjoys work............................				
7. Presents a neat appearance.............				
8. Follows directions.....................				
9. Work is satisfactory...................				
10. Is safety-conscious...................				
11. Takes care of equipment...............				
12. Works without direct supervision......				

DATA PRESENTATION TABLE
OVERALL PROGRAM, OBJECTIVE NO. 3

Table __: A COMPARISON OF THE PRE AND POST WORK HABITS RATINGS MADE BY THE CLASSROOM TEACHERS ON STUDENTS PARTICIPATING IN THE EPOP

Grade Level	No. of Students	Mean Pretest Score	Mean Post Test Score	Percent Gain
1				
3				
5				
7				
High School				
Total				

ELEMENTARY COMPONENT, GRADES K-5
EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. The students in the EPOP, grades K-5, will increase their occupational knowledge as indicated by their identifying occupations from pictures. It is expected that the post test mean will be five occupations more than the pretest mean.	Occupational Picture Identification Test	October 30, 1972	Knowledge of white-collar and blue-collar occupations	15 percent random sample of students, grades 1, 3, and 5	Pretest Oct., 1972 Post test May, 1973	Elementary Vocational Advisor
2. The students in the EPOP, grades 1-5, will improve their attitudes toward work as indicated by ratings, by teachers, of work habits in the classroom and results of Attitudes Toward Work Questionnaire. It is expected that the mean post test score will be 10 percent greater than the mean pretest score on the Work Habits Rating Scale and the Attitudes Toward Work Questionnaire.	Work Habits Rating Scale	Already available	Teachers' observation of students' work habits in the classroom	Random sample of 100 students in grades 1, 3, and 5	Pretest Oct., 1972 Post test May, 1973	Elementary Vocational Advisor
	Attitudes Toward Work Questionnaire	Already available	Students' attitude toward work as seen in their responses to the questionnaire	Random sample of 100 students in grades 2 and 4	Pretest Oct., 1972 Post test May, 1973	Elementary Vocational Advisor

Elementary Component, Grades K-5

DATA ANALYSIS TECHNIQUES	DATA ANALYSIS PRESENTATION				
		Dissemination of Evaluation Results for Overall Project			
	Evaluator's Report Date	Person Responsible	Method	Schedule	Recipient/ Audience
1. The mean number of occupations identified will be determined for the students at the beginning and at the end of the year. The amount of change will be computed.	June 30, 1973	Project Director	Written reports, Oral presentations, Newsletters	August 1, 1973	School Personnel, School Board, State Dept. of Education, USOE, Advisory Committee, Various Community Groups
2. Compare mean pretest and mean post test scores and compute percent of gain.	June 30, 1973	Project Director	Written reports, Oral presentations, Newsletters	August 1, 1973	School Personnel, School Board, State Dept. of Education, USOE, Advisory Committee, Various Community Groups
Compare mean pretest and mean post test scores and compute percent of gain.					

1kc

DATA COLLECTION INSTRUMENT FOR OBJECTIVE 1, ELEMENTARY COMPONENT
PICTURE IDENTIFICATION TEST
GRADES K-5

Name ______________________________ Date ______________

Grade ______________________________ Total Score ______________

OCCUPATION	SCORE	COMMENT
Barber		
Sales clerk		
Dentist		
Fireman		
Doctor		
Garbage Man		
Lifeguard		
Druggist Pharmacist		
Postman Mailman		
Nurse		
Policeman		
Soldier		
Milkman		
Street Cleaner		
Baker Chef Cook		
Mother		
Teacher		
Truck Driver		
Carpenter		
Clown		
Painter		
Boxer		
Gardener		
Service Station		

DATA PRESENTATION TABLE
ELEMENTARY COMPONENT, OBJECTIVE NO. 1

Table __: AN ANALYSIS OF THE AMOUNT OF CHANGE IN THE NUMBER OF OCCUPATIONS IDENTIFIED OR MATCHED BY STUDENTS

Grade	Mean Number of Occupations Identified or Matched		Difference in Means
	Pretest	Post test	
K			
1			
2			
3			
4			
5			

DATA COLLECTION INSTRUMENT
ELEMENTARY COMPONENT, OBJECTIVE NO. 2

ATTITUDES TOWARD WORK QUESTIONNAIRE

THIS IS TO SEE HOW YOU FEEL ABOUT SOME THINGS. THERE ARE NO RIGHT OR WRONG ANSWERS. CIRCLE EITHER THE YES OR NO ACCORDING TO HOW YOU FEEL.

1. When you finish school do you want to work? YES NO
2. Do you think all jobs are important? YES NO
3. Do you think people who work are happy? YES NO
4. When you get a job do you think you will be a good worker? YES NO
5. Do you think people should work hard? YES NO
6. Should all grown-ups work? YES NO
7. Would you like to have a summer job when you are old enough? YES NO
8. Would you like to do an important job? YES NO
9. Should people who have families have to work? YES NO
10. Should people get money who don't work? YES NO
11. Do you think anybody really wants to work? YES NO
12. Will you just work hard enough to get by? YES NO
13. Do you think you should work to get money? YES NO
14. Do you think people who work help other people? YES NO
15. Do you like adults who don't work? YES NO
16. Do you like adults who work? YES NO
17. Do you think people work just for money? YES NO
18. Should people ever do a job they don't enjoy? YES NO
19. Do you think people who work are unhappy? YES NO
20. Do you think people who work make lots of friends? YES NO

DATA COLLECTION INSTRUMENT
ELEMENTARY COMPONENT, OBJECTIVE NO. 2

WORK HABITS RATING SCALE

Student________________________________Date____________________

Teacher________________________________School__________________

INSTRUCTIONS: Consider each item and rate the student according to his or her usual behavior.

Item	Always	Most of Time	Sometimes	Never
1. Starts on time without prompting.......				
2. Uses time wisely........................				
3. Completes assignments..................				
4. Sees next step.........................				
5. Gets along with peers..................				
6. Enjoys work............................				
7. Presents a neat appearance.............				
8. Follows directions.....................				
9. Work is satisfactory...................				
10. Is safety-conscious...................				
11. Takes care of equipment...............				
12. Works without direct supervision......				

DATA PRESENTATION TABLES
ELEMENTARY COMPONENT, OBJECTIVE NO. 2

Table __: A COMPARISON OF THE PRE AND POST WORK HABITS RATINGS MADE BY THE CLASSROOM TEACHERS ON STUDENTS PARTICIPATING IN THE EPOP

Grade Level	No. of Students	Mean Pretest Score	Mean Post Test Score	Percent Gain
1				
3				
5				
Total				

Table __: A COMPARISON OF THE PRE AND POST SCORES ON THE ATTITUDE TOWARD WORK INVENTORY MADE BY STUDENTS PARTICIPATING IN EPOP

Grade Level	No. of Students	Mean Pretest Score	Mean Post Test Score	Percent Gain
2				
4				
Total				

MIDDLE SCHOOL COMPONENT
EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. The over-aged, potential drop-out students participating in the EPOP semi-skill core program will respond positively to the activities provided them as indicated by:						
a. 80 percent average daily attendance during the 1972-73 school year;	Attendance Report Form	Already available	Average daily attendance	Students in the semi-skill core program	June 1, 1973	Middle School Vocational Advisor
b. 80 percent of them successfully completing enough credits to move to the next grade level;	Achievement Report Form	Already available	Record of credits or classes passed			
c. 90 percent of the students enrolled will remain in the program until the end of the school year.	Course Enrollment Report Form at end of first 6 weeks	Already available	Record of students remaining in the program			

DATA ANALYSIS TECHNIQUES	DATA ANALYSIS PRESENTATION				
		Dissemination of Evaluation Results for Overall Project			
	Evaluator's Report Date	Person Responsible	Method	Schedule	Recipient/ Audience
a. Compute average percent of attendance of students in the program and compare to criterion of 90 percent.	June 30, 1973	Project Director	Written reports, Oral presentations, Newsletters	August 1, 1973	School Personnel, School Board, State Dept. of Education, USOE, Advisory Committee, Various Community Groups
b. Tally number of students in program who pass and compare to number in program; compute percent passing.					
c. Summarize information on course enrollment report; determine number of students who remained in the program.					

lkc

EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
2. The students enrolled in the Carver Middle School semi-skill core program will demonstrate knowledge and application of skills in carpentry, child care, and food handling as indicated by ratings by their instructors. It is expected that 90 percent of the students will earn a score of 70 percent or higher on the knowledge test(s) and that 90 percent of the students will earn a score of 70 percent or higher on the performance tests.	Teacher-made knowledge tests	Already available	Knowledge of carpentry, food handling, and child care	Students in the semi-skill core program	Throughout the year	Teachers and Middle School Vocational Advisor
	Performance tests	Already available	Application of skills in carpentry, food handling and child care			
3. The students in the EPOP, grades 6-8 will improve their attitudes toward work as indicated by ratings, by teachers, of work habits in the classroom and results from the Attitude Toward Work Questionnaire. It is expected that the mean post test score will be 10 percent greater than the mean pretest score on the Work Habits Rating Scale and the Attitudes Toward Work Questionnaire.	Work Habits Rating Scale	Already available	Teachers' observation of students' work habits in the classroom	Random sample of 100 students in grade 7	Pretest October, 1972	Middle School Vocational Advisor
	Attitudes Toward Work Questionnaire	Already available	Students' attitude toward work as seen in their responses on the questionnaire	Random sample of 200 students in grades 6 and 8	Post test May, 1973	

DATA ANALYSIS TECHNIQUES	DATA ANALYSIS PRESENTATION				
	Evaluator's Report Date	Dissemination of Evaluation Results for Overall Project			
		Person Responsible	Method	Schedule	Recipient/ Audience
2.					
Compute each student's total percentage scored on all knowledge tests; compute percent of students having 70 percent or higher.	June 30, 1973	Project Director	Written reports; Oral presentations; Newsletters	August 1, 1973	School Personnel, School Board, State Dept. of Education, USOE, Advisory Committee, Various Community Groups
Compute each student's total percentage scored on all performance tests; compute percent of students having 70 percent or higher.					
3.					
Compare mean pretest and mean post test scores and compute percent of gain.	June 30, 1973	Project Director	Written reports; Oral presentations; Newsletters	August 1, 1973	School Personnel, School Board, State Dept. of Education, USOE, Advisory Committee, Various Community Groups
Compare mean pretest and mean post test scores and compute percent of gain.					

DATA COLLECTION INSTRUMENTS
MIDDLE SCHOOL COMPONENT, OBJECTIVE NO. 1

Attendance Record for Month of ____________________

Semi-skill Course	of Students	No. of Days Possible To Attend	Total Days Attended For All Students	Percent of Attendance
Carpentry				
Child Care				
Food Handling				
Total				

ACHIEVEMENT REPORT

Semi-skill Course ____________________

List Names of Students in Course At Any Time	Student Passed Enough Credits To Go On To Next Grade Level	
	Yes	No

COURSE ENROLLMENT REPORT

Semi-skill Course ____________________

List Names of Students in Course At Any Time	Remained in Course All Year	
	Yes	No

DATA PRESENTATION TABLES
MIDDLE SCHOOL COMPONENT, OBJECTIVE NO. 1

Table __: AN ANALYSIS OF THE SCHOOL ATTENDANCE OF OVER-AGED, POTENTIAL DROPOUT STUDENTS PARTICIPATING IN THE EPOP SEMI-SKILL CORE PROGRAM

Semi-skill Course	No. of Students in Program	Total Days Attended	Total Days Absence	Percentage of Attendance
Carpentry				
Child Care				
Food Handling				
Total				

Table __: THE EXTENT THAT OVER-AGED, POTENTIAL DROPOUT STUDENTS PARTICIPATING IN THE EPOP SEMI-SKILL CORE PROGRAM REMAINED IN SCHOOL, IN THE PROGRAM, AND PASSED THEIR WORK

Semi-skill	Total	Left	Dropped	Number:		
Course	Enrollment	School	Course	Remaining	Passed	Failed
Carpentry						
Child Care						
Food Handling						
Total						

DATA COLLECTION INSTRUMENT
MIDDLE SCHOOL COMPONENT, OBJECTIVE NO. 2

Semi-skill Course ____________________

Name of Students Enrolled	Knowledge Tests			Performance Tests		
	Total Points Possible	No. of Student	Points Earned	Total Points Possible	No. of Student	Points Earned

DATA PRESENTATION TABLES
MIDDLE SCHOOL COMPONENT, OBJECTIVE NO. 2

Table __: THE NUMBER AND PERCENT OF STUDENTS IN THE EPOP SEMI-SKILL CORE PROGRAM EARNING A SCORE OF 70 PERCENT OR HIGHER ON THE KNOWLEDGE TEST(S)

Semi-Skill Course	Total No. of Students Enrolled	Students Earning 70 Percent or Higher on Knowledge Test(s)	
		Number	Percent
Carpentry			
Child Care			
Food Handling			
Total			

Table __: THE NUMBER AND PERCENT OF STUDENTS IN THE EPOP SEMI-SKILL CORE PROGRAM EARNING A SCORE OF 70 PERCENT OR HIGHER ON THE PERFORMANCE TEST(S)

Semi-Skill Course	Total No. of Students Enrolled	Students Earning 70 Percent or Higher on Performance Test(s)	
		Number	Percent
Carpentry			
Child Care			
Food Handling			
Total			

DATA COLLECTION INSTRUMENT
MIDDLE SCHOOL COMPONENT, OBJECTIVE NO. 3

WORK HABITS RATING SCALE

Student____________________ Date________________

Teacher____________________ School________________

INSTRUCTIONS: Consider each item and rate the student according to his or her usual behavior.

Item	Always	Most of Time	Sometimes	Never
1. Starts on time without prompting.......				
2. Uses time wisely......................				
3. Completes assignments.................				
4. Sees next step........................				
5. Gets along with peers.................				
6. Enjoys work...........................				
7. Presents a neat appearance............				
8. Follows directions....................				
9. Work is satisfactory..................				
10. Is safety-conscious..................				
11. Takes care of equipment..............				
12. Works without direct supervision......				

DATA COLLECTION INSTRUMENT
MIDDLE SCHOOL COMPONENT, OBJECTIVE NO. 3

ATTITUDES TOWARD WORK QUESTIONNAIRE

THIS IS TO SEE HOW YOU FEEL ABOUT SOME THINGS. THERE ARE NO RIGHT OR WRONG ANSWERS. CIRCLE EITHER THE YES OR NO ACCORDING TO HOW YOU FEEL.

1. When you finish school do you want to work? YES NO
2. Do you think all jobs are important? YES NO
3. Do you think people who work are happy? YES NO
4. When you get a job do you think you will be a good worker? YES NO
5. Do you think people should work hard? YES NO
6. Should all grown-ups work? YES NO
7. Would you like to have a summer job when you are old enough? YES NO
8. Would you like to do an important job? YES NO
9. Should people who have families have to work? YES NO
10. Should people get money who don't work? YES NO
11. Do you think anybody really wants to work? YES NO
12. Will you just work hard enough to get by? YES NO
13. Do you think you should work to get money? YES NO
14. Do you think people who work help other people? YES NO
15. Do you like adults who don't work? YES NO
16. Do you like adults who work? YES NO
17. Do you think people work just for money? YES NO
18. Should people ever do a job they don't enjoy? YES NO
19. Do you think people who work are unhappy? YES NO
20. Do you think people who work make lots of friends? YES NO

DATA PRESENTATION TABLES
MIDDLE SCHOOL COMPONENT, OBJECTIVE NO. 3

Table __: A COMPARISON OF THE PRE AND POST WORK HABITS RATINGS MADE BY THE CLASSROOM TEACHERS ON STUDENTS PARTICIPATING IN THE EPOP

Grade Level	No. of Students	Mean Pretest Score	Mean Post Test Score	Percent Gain
7				
Total				

Table __: A COMPARISON OF THE PRE AND POST SCORES ON THE ATTITUDE TOWARD WORK INVENTORY MADE BY STUDENTS PARTICIPATING IN EPOP

Grade Level	No. of Students	Mean Pretest Score	Mean Post Test Score	Percent Gain
6				
8				
Total				

HIGH SCHOOL COMPONENT
EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. The senior students in the EPOP skills training program at Carver High School will demonstrate their ability to perform the skills required for entering on-the-job training in industrial arts, clinical training in health occupations, or C.O.E. in clerical occupations, as indicated by the ratings by teachers. It is expected that 90 percent of the students will earn a score of at least 70 percent on all performance tests.	Performance tests	October 30, 1972	Students' application of skills needed for entering on-the-job training slots	Senior students in EPOP skills training program	Throughout the year	Teachers and On-the-Job Training Coordinator
2. The O.J.T. Coordinator will demonstrate skills in placing students in on-the-job training positions as indicated by the number of students placed in jobs. It is expected that a minimum of 80 percent of those students who are eligible will be placed in on-the-job training positions during the school year.	O.J.T. Report and Criteria for Eligibility	Form already available	Names of eligible students and names of employers	Students eligible for O.J.T.	Quarterly	O.J.T. Coordinator

DATA ANALYSIS TECHNIQUES	DATA ANALYSIS PRESENTATION				
	Evaluator's Report Date	Dissemination of Evaluation Results for Overall Project			
		Person Responsible	Method	Schedule	Recipient/ Audience
1. Compute each student's total percentage on all performance tests; compute percent of students having 70 percent or higher.	June 30, 1973	Project Director	Written reports, Oral presentations, Newsletters	August 1, 1973	School Personnel, School Board, State Dept. of Education, USOE, Advisory Committee, Various Community Groups
2. Compare roster of those students who are eligible and those who were placed; compute percent of students placed.	June 30, 1973	Project Director	Written reports, Oral presentations, Newsletters	August 1, 1973	School Personnel, School Board, State Dept. of Education, USOE, Advisory Committee, Various Community Groups

1kc

HIGH SCHOOL COMPONENT
EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
3. The students placed in on-the-job training will perform their jobs satisfactorily as indicated by 90 percent of them receiving a "satisfactory" or better rating by their employers.	Employer's Rating Scale	Already Available	Students' performance on the job	Students in O.J.T.	End of year	O.J.T. Coordinator
4. The students participating in the EPOP activities at Carver High School will improve their attitudes toward work as indicated by ratings, by teachers, of work habits in the classroom and results from the Attitude Toward Work Questionnaire. It is expected that the mean post test score will be 10 percent greater than the mean pretest score on the Work Habits Rating Scale and the Attitudes Toward Work Questionnaire.	Work Habits Rating Scale	Already available	Teachers' observation of students' work habits in the classroom	All senior students in EPOP activities	Pretest October, 1972	Vocational Advisor
	Attitudes Toward Work Questionnaire	Already available	Students' attitude toward work as seen in their responses to the questionnaire		Post test May, 1973	

	DATA ANALYSIS PRESENTATION				
		Dissemination of Evaluation Results for Overall Project			
DATA ANALYSIS TECHNIQUES	Evaluator's Report Date	Person Responsible	Method	Schedule	Recipient/ Audience
3. Tally results from employers' ratings of students and compute percent having "satisfactory" ratings or better.	June 30, 1973	Project Director	Written reports, Oral presentations, Newsletters	August 1, 1973	School Personnel, School Board, State Dept. of Education, USOE, Advisory Committee, Various Community Groups
4. Compare mean pretest and mean post test scores; compute percent of gain.	June 30, 1973	Project Director	Written reports, Oral presentations, Newsletters	August 1, 1973	School Personnel, School Board, State Dept. of Education, USOE, Advisory Committee, Various Community Groups

1kc

EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
5. The students in the Exemplary Program for Occupational Preparation at the Carver High School will increase their knowledge of job seeking techniques as measured by a test developed by the EPOP vocational advisor. It is expected that the mean post test score will be 25 percent higher than the mean pretest score.	Criterion-referenced test	October 30, 1972	Job seeking techniques, job interview, filling out application, resume writing, job finding resources	Sample of students in EPOP activities	Pretest October, 1972 Post test May, 1973	EPOP Vocational Advisor

DATA ANALYSIS TECHNIQUES	DATA ANALYSIS PRESENTATION				
	Evaluator's Report Date	Dissemination of Evaluation Results for Overall Project			
		Person Responsible	Method	Schedule	Recipient/ Audience
5. Compare pretest mean score with post test mean score; compute percent of gain.	June 30, 1973	Project Director	Written reports, Oral presentations, Newsletters	August 1, 1973	School Personnel, School Board, State Dept. of Education, USOE, Advisory Committee, Various Community Groups

1kc

DATA COLLECTION FORM
HIGH SCHOOL COMPONENT, OBJECTIVE NO. 1

Skill Training Course: ____

Name of Students Enrolled	Performance Tests	
	Total Points Possible	No. of Points Student Earned

DATA PRESENTATION TABLE
HIGH SCHOOL COMPONENT, OBJECTIVE NO. 1

Table __: THE NUMBER AND PERCENT OF STUDENTS IN THE EPOP SKILL TRAINING PROGRAM EARNING A SCORE OF 70 PERCENT OR HIGHER ON THE PERFORMANCE TEST(S)

Skill Training Program	Total No. of Students Enrolled	Students Earning 70 Percent or Higher on Performance Test(s)	
		Number	Percent
Industrial Arts			
Health Occupations			
Clerical Occupations			
Total			

DATA COLLECTION FORM
HIGH SCHOOL COMPONENT, OBJECTIVE NO. 2

ON-THE-JOB TRAINING REPORT

Skill Training Area: ______________________________

Names of Students Eligible for O.J.T.	O.J.T. Employer

DATA PRESENTATION TABLE
HIGH SCHOOL COMPONENT, OBJECTIVE NO. 2

Table __: THE NUMBER AND PERCENT OF STUDENTS PLACED IN VARIOUS ON-THE-JOB TRAINING SITUATIONS

Skills Training Area	No. of Students Eligible for O.J.T.	No. of Students Placed: O.J.T.	Percent Placed
Industrial Arts			
Health Occupations			
Clerical Occupations			
Total			

HIGH SCHOOL COMPONENT, OBJECTIVE NO. 3

EMPLOYEE APPRAISAL REPORT FOR COOPERATIVE EDUCATION

Name______________________________

Date______________________________

Rating (Check one in space above)

1. Industry & Effort	Attempts to AVOID WORK	Does only NECESSARY WORK	Does assigned work WITHOUT BEING URGED	Does assigned work and SEEKS ADDITIONAL TASKS
2. Cooperation	Cheerful and eager to cooperate	Cooperation not always spontaneous	Cooperates when requested	Sullen and unresponsive, refuses to cooperate
3. Stability	Flighty and impatient	Somewhat restless	Usually stable and sincere	Shows sincerity and dependability
4. Leadership	Is able to lead and direct	Takes lead occasionally	Very seldom takes lead	Follows rather than leads
5. Judgment	Acknowledged blunderer	Makes an occasional error	Can be depended upon to use good sense	Exceptionally clever in handling situations
6. Dependability	Very reliable	Trustworthy	Usually reliable	Unreliable
7. Knowledge	Lacking	Meager	Moderate	Well informed
8. Sincerity	All he says taken at face value	Usually inspires confidence	Gives impression of bull dozing	Arouses suspicion
9. Accuracy	Careless	Few errors	Very careful	Extremely careful
10. Work Ability	Shows exceptional ability	Better than average ability	Only able to do routine work	Shows little evidence of ability
11. General Evaluation	Has fine possibilities	Probably will be a valuable employee	May have some value	Not likely to prove valuable

DATA PRESENTATION TABLE
HIGH SCHOOL COMPONENT, OBJECTIVE NO. 3

Table __: THE NUMBER AND PERCENT OF VARIOUS RATINGS GIVEN TO GCE STUDENTS BY THEIR EMPLOYERS

Skills Training Area	No. of Students Enrolled	Number and Percentage of Ratings Given							
		Has Fine Possibilities*		Probably Will Be Good Employee**		May Have Some Value		Not Likely To Be Valuable	
		No.	%	No.	%	No.	%	No.	%
Industrial Arts									
Health Occupations									
Clerical Occupations									
Total									

*Excellent Rating
**Satisfactory Rating

DATA COLLECTION FORM
HIGH SCHOOL COMPONENT, OBJECTIVE NO. 4

WORK HABITS RATING SCALE

Student________________________________Date_________________________

Teacher________________________________School________________________

INSTRUCTIONS: Consider each item and rate the student according to his or her usual behavior.

Item	Always	Most of Time	Sometimes	Never
1. Starts on time without prompting.......				
2. Uses time wisely.......................				
3. Completes assignments..................				
4. Sees next step.........................				
5. Gets along with peers..................				
6. Enjoys work............................				
7. Presents a neat appearance.............				
8. Follows directions.....................				
9. Work is satisfactory...................				
10. Is safety-conscious...................				
11. Takes care of equipment...............				
12. Works without direct supervision......				

DATA COLLECTION FORM
HIGH SCHOOL COMPONENT, OBJECTIVE NO. 4

ATTITUDES TOWARD WORK QUESTIONNAIRE

THIS IS TO SEE HOW YOU FEEL ABOUT SOME THINGS. THERE ARE NO RIGHT OR WRONG ANSWERS. CIRCLE EITHER THE YES OR NO ACCORDING TO HOW YOU FEEL.

1. When you finish school do you want to work? YES NO
2. Do you think all jobs are important? YES NO
3. Do you think people who work are happy? YES NO
4. When you get a job do you think you will be a good worker? YES NO
5. Do you think people should work hard? YES NO
6. Should all grown-ups work? YES NO
7. Would you like to have a summer job when you are old enough? YES NO
8. Would you like to do an important job? YES NO
9. Should people who have families have to work? YES NO
10. Should people get money who don't work? YES NO
11. Do you think anybody really wants to work? YES NO
12. Will you just work hard enough to get by? YES NO
13. Do you think you should work to get money? YES NO
14. Do you think people who work help other people? YES NO
15. Do you like adults who don't work? YES NO
16. Do you like adults who work? YES NO
17. Do you think people work just for money? YES NO
18. Should people ever do a job they don't enjoy? YES NO
19. Do you think people who work are unhappy? YES NO
20. Do you think people who work make lots of friends? YES NO

DATA PRESENTATION TABLES
HIGH SCHOOL COMPONENT, OBJECTIVE NO. 4

Table __: A COMPARISON OF THE PRE AND POST WORK HABITS RATINGS MADE BY THE CLASSROOM TEACHERS ON STUDENTS PARTICIPATING IN THE EPOP

Grade Level	No. of Students	Mean Pretest Score	Mean Post Test Score	Percent Gain
9				
10				
11				
12				
Total				

Table __: A COMPARISON OF THE PRE AND POST SCORES ON THE ATTITUDE TOWARD WORK INVENTORY MADE BY STUDENTS PARTICIPATING IN EPOP

Grade Level	No. of Students	Mean Pretest Score	Mean Post Test Score	Percent Gain
9				
10				
11				
12				
Total				

DATA PRESENTATION TABLE
HIGH SCHOOL COMPONENT, OBJECTIVE NO. 5

Table __: A COMPARISON OF THE PRE AND POST TEST RESULTS OF STUDENTS TAKING TEST ON JOB-SEEKING TECHNIQUES

EPOP Activity	Number of Students	Pretest Mean	Post Test Mean	Percent Gain
Total				

DATA COLLECTION FORM
HIGH SCHOOL COMPONENT, OBJECTIVE NO. 5

Name of Student	Skill Training Area	Date of Pretest	Pretest Score	Date of Post Test	Post Test Score

APPENDIX F

EVALUATION DESIGN: PROCESS OBJECTIVES

Exemplary Program for
Occupational Preparation

New Orleans Public Schools
731 St. Charles Avenue
New Orleans, Louisiana 70130

PREPARED BY:

Educational Planning
and Evaluation Services
P. O. Box 689
Magnolia, Arkansas 71753

ELEMENTARY COMPONENT

PROCESS EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. The elementary teachers, grades K-5, in the EPOP schools, will present career information as they teach social studies, as indicated by:						
a. the number of requests for career field trips to correlate with instruction;	Request for Field Trip	Form available	Number of requests for field trips	Teachers, K-5, in EPOP schools	Throughout the year	Elementary Vocational Advisor
b. the number of requests to have resource speakers talk in classes on careers being studied;	Request for Resource Speaker	Form available	Number of requests for resource speakers	Teachers, K-5, in EPOP schools	Throughout the year	Elementary Vocational Advisor
c. the number of films and filmstrips related to careers used in classes.	Audiovisual Checkout Record	Form available	Number of films and filmstrips used	Teachers, K-5, in EPOP schools	Throughout the year	Elementary Vocational Advisor
It is expected that (a) at least 50 teachers will request permission to take field trips and at least 1500 students will participate in field trips, and (2) 90 percent of the teachers will use at least one of the activities.						

DATA ANALYSIS TECHNIQUES	DATA ANALYSIS PRESENTATION				
	Evaluator's Report Date	Dissemination of Evaluation Results for Overall Project			
		Person Responsible	Method	Schedule	Recipient/ Audience
1 a. Tally number of requests and number of teachers making requests; Compare with criterion stated in objective.	June 30, 1972	Project Director	Written reports, Oral presentations, Newsletters	August 1, 1973	School Personnel, School Board, State Dept. of Education, USOE, Advisory Committee, Various Community Groups
b. Tally number of requests for resource speakers.					
c. Tally number of films and filmstrips used.					
Tally number of teachers not presenting career information in these three ways and compute percentage.					

lkc

ELEMENTARY COMPONENT
PROCESS EVALUATION DESIGN SUMMARY CHART

	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
PERFORMANCE OBJECTIVE	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
2. The vocational advisor for the EPOP elementary schools will present career demonstration lessons on occupational preparation to selected fifth-grade classes as indicated by a record of such presentations. It is expected that during the 1972-73 school year at least five demonstration lessons will be presented in each of the classrooms of the fifth-grade teachers who have been newly assigned to teach in the EPOP elementary schools.	Record of demonstration lessons by vocational advisor	Form available	Number of presentations made in each teacher's room	Newly assigned 5th grade teachers in EPOP schools	Throughout the year	Elementary Vocational Advisor

DATA ANALYSIS TECHNIQUES	DATA ANALYSIS PRESENTATION				
		Dissemination of Evaluation Results for Overall Project			
	Evaluator's Report Date	Person Responsible	Method	Schedule	Recipient/ Audience
Tally number of demonstration lessons presented in each teacher's room; compare to criterion stated in objective.	June 30, 1972	Project Director	Written reports, Oral presentations, Newsletters	August 1, 1973	School Personnel, School Board, State Dept. of Education, USOE, Advisory Committee, Various Community Groups

lkc

ELEMENTARY COMPONENT

PROCESS EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
3. The vocational advisor for the EPOP elementary schools will disseminate an outline of suggested career instructional activities to selected teachers in the EPOP elementary schools, as indicated by a dissemination record. It is expected that during the 1972-73 school year all teachers, grades K-5, who have been newly assigned to the EPOP elementary schools will receive an outline of suggested career instructional activities.	Dissemination Record	Form Available	Record of dissemination of instruction outline	Teachers, K-5, in EPOP schools	Nov. 1, 1972	Elementary Vocational Advisor

DATA ANALYSIS TECHNIQUES	DATA ANALYSIS PRESENTATION				
		Dissemination of Evaluation Results for Overall Project			
	Evaluator's Report Date	Person Responsible	Method	Schedule	Recipient/ Audience
3. Tally number of outlines distributed to newly assigned teachers and compare to roster of newly assigned teachers.	June 30, 1973	Project Director	Written reports, Oral presentations, Newsletters	August 1, 1973	School Personnel, School Board, State Dept. of Education, USOE, Advisory Committee, Various Community Groups

1kc

DATA COLLECTION INSTRUMENT
PROCESS OBJECTIVE NO. 1A, ELEMENTARY SCHOOL COMPONENT

REQUEST FOR FIELD TRIP

Person Making Request______________________________

Date of Field Trip______________________________

Places to be Visited______________________________

Career Being Discussed in Class______________________________

Number of Students Going on Field Trip______________________________

Grade Level of Students______________________________

DATA PRESENTATION TABLE
PROCESS OBJECTIVE NO. 1A, ELEMENTARY SCHOOL COMPONENT

Table __: THE NUMBER AND PERCENT OF THE ELEMENTARY TEACHERS IN THE EPOP PROGRAM REQUESTING FIELD TRIPS AND THE NUMBER OF STUDENTS INVOLVED IN FIELD TRIPS

Grade	Number of Teachers in Program	Number of Teachers Requesting Field Trips	Percent of Teachers	Total Number of Field Trips	Total Number of Students Involved
K					
1					
2					
3					
4					
5					
Total					

DATA COLLECTION INSTRUMENT
PROCESS OBJECTIVE NO. 1B, ELEMENTARY SCHOOL COMPONENT

REQUEST FOR RESOURCE SPEAKER

Person Making Request______________________________

Desired Date for Speaker______________________________

Career Being Discussed in Classroom________________________

Number of Students in Class______________________________

Grade Level of Students______________________________

DATA PRESENTATION TABLE
PROCESS OBJECTIVE NO. 1B, ELEMENTARY SCHOOL COMPONENT

Table __: THE NUMBER AND PERCENT OF THE ELEMENTARY TEACHERS IN THE EPOP PROGRAM REQUESTING RESOURCE SPEAKERS

Grade	Number of Teachers in Program	Number of Teachers Requesting Resource Speakers	Percent of Teachers	Total Number of Resource Speakers Used	Total Number of Students Involved
K					
1					
2					
3					
4					
5					
Total					

DATA COLLECTION INSTRUMENT
PROCESS OBJECTIVE NO. 1C, ELEMENTARY SCHOOL COMPONENT

AUDIO-VISUAL CHECK OUT RECORD

Date	Teacher Checking Out Material	Name of Film or Filmstrip	No. of Students Viewing Material

DATA PRESENTATION TABLE
PROCESS OBJECTIVE NO. 1C, ELEMENTARY SCHOOL COMPONENT

Table __: THE NUMBER AND PERCENT OF TEACHERS USING CAREER FILMS AND FILMSTRIPS IN THEIR CLASSES

Grade Level	Number of Teachers in Program	Number of Teachers Using Films or Filmstrips	Percent of Teachers	Total Number of Films or Filmstrips Used	Total Number of Students Involved
K					
1					
2					
3					
4					
5					
Total					

DATA PRESENTATION TABLE
PROCESS OBJECTIVE NO. 1, ELEMENTARY SCHOOL COMPONENT

Table __: THE NUMBER AND PERCENTOF THE ELEMENTARY TEACHERS IN THE EPOP PROGRAM NOT PRESENTING CAREER INFORMATION AS INDICATED BY NON-USE OF DISSEMINATION TECHNIQUES

Grade Level	Total Number of Teachers	Number of Teachers Not Using Field Trips, Resource Speakers, or Audio-Visuals	Percent of Teachers
K			
1			
2			
3			
4			
5			
Total			

DATA COLLECTION INSTRUMENT
PROCESS OBJECTIVE NO. 2, ELEMENTARY SCHOOL COMPONENT

DEMONSTRATION LESSON RECORD

Names of Newly Assigned Teachers	Date of Demonstration	Topics [redacted] Covered

DATA PRESENTATION TABLE
PROCESS OBJECTIVE NO. 2, ELEMENTARY SCHOOL COMPONENT

Table __: THE EXTENT THAT VOCATIONAL ADVISOR PRESENTED CAREER DEMONSTRATION LESSONS IN THE CLASSROOMS OF FIFTH-GRADE TEACHERS NEWLY ASSIGNED TO THE EPOP PROGRAM

Number of Demonstration Lessons Presented	Number of Newly Assigned Teachers Receiving Lessons
None	
1	
2	
3	
4	
5	

Total Receiving Lessons . . . . ________

Number of Newly Assigned Teachers . . . . ________

Percent . . . . ________

DATA COLLECTION INSTRUMENT
PROCESS OBJECTIVE NO. 3, ELEMENTARY SCHOOL COMPONENT

DISSEMINATION RECORD OF OUTLINE CONTAINING CAREER ACTIVITIES

Names of Newly Assigned Teachers	Given Outline of Suggested Career Activities		Date Outline Given Teacher
	Yes	No	

DATA PRESENTATION TABLE
PROCESS OBJECTIVE NO. 3, ELEMENTARY SCHOOL COMPONENT

Table __: THE EXTENT THAT VOCATIONAL ADVISOR DISTRIBUTED AN OUTLINE OF SUGGESTED CAREER ACTIVITIES TO TEACHERS NEWLY ASSIGNED TO EPOP PROGRAM

Grade Level	Number of Newly Assigned Teachers	Number of Newly Assigned Teachers Receiving Outline	Percent
K			
1			
2			
3			
4			
5			
Total			

MIDDLE SCHOOL COMPONENT
PROCESS EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. The middle school teachers, grades 6-8, in the EPOP school will teach career orientation lessons on occupational preparation as indicated by:						
a. a record of the number of requests to take career field trips to correlate with instruction;	Request for Field Trips	Form Available	Number of requests for field trips	Middle school teachers	Throughout the year	Middle School Vocational Advisor
b. a record of the number of requests made for an outline of suggested career instructional activities;	Request for Career Instructional Outline	Form Available	Number of requests for instructional outlines	Middle school teachers	Throughout the year	Middle School Vocational Advisor
c. a record of the number of career films and filmstrips used in classes.	Audio-visual Check Out Record	Form Available	Number of films and filmstrips used	Middle school teachers	Throughout the year	Middle School Vocational Advisor
It is expected that during the 1972-73 school year, at least 80 percent of all the teachers (except P.E. teachers) will apply at least one of these activities.						

	DATA ANALYSIS PRESENTATION				
		Dissemination of Evaluation Results for Overall Project			
DATA ANALYSIS TECHNIQUES	Evaluator's Report Date	Person Responsible	Method	Schedule	Recipient/ Audience
1. a. Tally number of requests and number of teachers making requests.	June 30, 1972	Project Director	Written reports, Oral presentations, Newsletters	August 1, 1973	School Personnel, School Board, State Dept. of Education, USOE, Advisory Committee, Various Community Groups
b. Tally number of requests for instructional outlines.					
c. Tally number of films and filmstrips used.					
Tally number of teachers NOT presenting career information in these three ways and compute percent.					

lkc

MIDDLE SCHOOL COMPONENT
PROCESS EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
2. Selected Middle School teachers will provide practical career instruction in carpentry, child care, and food handling to overaged students as indicated by the number of students enrolled in these courses and by the number of practical activities provided. It is expected that:						
a. at least 80 students will be enrolled in carpentry, child care, and food handling; and	Class roll	October 1, 1972	Number enrolled in semi-skill classes	Students in semi-skill classes	October 1, 1972	Middle School Vocational Advisor
b. at least one practical activity will be provided in carpentry, at least three practical activities in child care, and three in food handling.	Record of Practical Activities	Form Available	Activities provided and number of students participating	Students in semi-skill classes	October 1, 1972	Middle School Vocational Advisor
3. The vocational advisor for the EPOP Middle School will arrange and/or conduct career field trips as requested by teachers, as indicated by field trip records kept by the vocational advisor. It is expected that at least 35 teachers will make requests for career field trips, and at least 1000 students will participate in such field trips.	Request for Field Trip	Form available	Number of requests for field trips, number of teachers making requests, and number of students involved	Middle school teachers	Throughout the year	Vocational Advisor

DATA ANALYSIS TECHNIQUES	DATA ANALYSIS PRESENTATION				
	Evaluator's Report Date	Dissemination of Evaluation Results for Overall Project			
		Person Responsible	Method	Schedule	Recipient/ Audience
2. a. Check class rolls of teachers of semi-skill classes; compare total number to criterion stated in objective. b. Tally number of practical activities provided and compare to criterion stated in objective.	June 30, 1972	Project Director	Written reports, Oral presentations, Newsletters	August 1, 1973	School Personnel, School Board, State Dept. of Education, USOE, Advisory Committee, Various Community Groups
3. Tally number of requests, number of teachers making requests, and number of students involved; compare to criteria stated in objective.	June 30, 1972	Project Director	Written reports, Oral presentations Newsletters	August 1, 1973	School Personnel, School Board, State Dept. of Education, USOE, Advisory Committee, Various Community Groups

lkc

MIDDLE SCHOOL COMPONENT
PROCESS EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
4. The vocational advisor for the EPOP middle school, with the assistance of teachers in the middle school environmental studies program, will show career films to students on a weekly basis, as indicated by a film showing record kept by the vocational advisor. It is expected that at least 25 films will be shown during the 1972-73 school year and that all students in attendance at the middle school will see the films.	Film Showing Record	Form available	Number of films shown, titles of films, and number of students seeing films	All students in middle school	Throughout the year	Vocational Advisor

DATA ANALYSIS TECHNIQUES	DATA ANALYSIS PRESENTATION				
	Dissemination of Evaluation Results for Overall Project				
	Evaluator's Report Date	Person Responsible	Method	Schedule	Recipient/ Audience
4. Tally number of films shown and number of students seeing them; compare to criteria stated in objective.	June 30, 1973	Project Director	Written reports, Oral presentations Newsletters	August 1, 1973	School Personnel, School Board, State Dept. of Education, USOE, Advisory Committee, Various Community Groups

1kc

DATA COLLECTION INSTRUMENT
PROCESS OBJECTIVE NO. 1A, MIDDLE SCHOOL COMPONENT

REQUEST FOR FIELD TRIP

Person Making Request______________________________

Date of Field Trip______________________________

Place(s) to be Visited______________________________

Career Being Discussed in Class________________________

Number of Students Going on Field Trip____________________

Grade Level of Students______________________________

DATA PRESENTATION TABLE
PROCESS OBJECTIVE NO. 1A, MIDDLE SCHOOL COMPONENT

Table __: THE NUMBER AND PERCENT OF THE MIDDLE SCHOOL TEACHERS IN THE EPOP PROGRAM REQUESTING FIELD TRIPS AND THE NUMBER OF STUDENTS INVOLVED IN FIELD TRIPS

Grade	Number of Teachers in Program	Number of Teachers Requesting Field Trips	Percent of Teachers	Total Number of Field Trips	Total Number of Students Involved
6					
7					
8					
Total					

DATA COLLECTION INSTRUMENT
PROCESS OBJECTIVE NO. 1B, MIDDLE SCHOOL COMPONENT

DISSEMINATION RECORD OF OUTLINE CONTAINING CAREER ACTIVITIES

Names of Teachers	Requested an Outline of Suggested Career Activities		Date Outline Given Teacher
	Yes	No	

DATA PRESENTATION TABLE

PROCESS OBJECTIVE NO. 1B, MIDDLE SCHOOL COMPONENT

Table __: THE EXTENT THAT VOCATIONAL ADVISOR DISTRIBUTED AN OUTLINE OF SUGGESTED CAREER ACTIVITIES TO TEACHERS NEWLY ASSIGNED TO EPOP PROGRAM

Grade Level	Number of Teachers	Number of Teachers Receiving Outline	Percent
6			
7			
8			
Total			

DATA COLLECTION INSTRUMENT
PROCESS OBJECTIVE NO. 1C, MIDDLE SCHOOL COMPONENT

AUDIO-VISUAL CHECK OUT RECORD

Date	Teacher Checking Out Material	Name of Career Film or Filmstrip	No. of Students Viewing Material

DATA PRESENTATION TABLE
PROCESS OBJECTIVE NO. 1C, MIDDLE SCHOOL COMPONENT

Table __: THE NUMBER AND PERCENT OF TEACHERS USING CAREER FILMS AND FILMSTRIPS IN THEIR CLASSES

Level	Number of Teachers in Program	Number of Teachers Using Films or Filmstrips	Percent of Teachers	Total Number of Films or Filmstrips Used	Total Number of Students Involved
6					
7					
8					
Total					

DATA PRESENTATION TABLE
PROCESS OBJECTIVE NO. 1, MIDDLE SCHOOL COMPONENT

Table __: THE NUMBER AND PERCENT OF THE MIDDLE SCHOOL TEACHERS IN THE EPOP PROGRAM NOT PRESENTING CAREER INFORMATION AS INDICATED BY NON-USE OF DISSEMINATION TECHNIQUES

Grade Level	Total Number of Teachers	Number of Teachers Not Using Field Trips, Resource Speakers, or Audio-Visuals	Percent of Teachers
6			
7			
8			
Total			

DATA COLLECTION INSTRUMENT
PROCESS OBJECTIVE NO. 2A, MIDDLE SCHOOL COMPONENT

Class Rolls for the Semi-Skill Areas of:

Carpentry

Child Care

Food Handling

DATA PRESENTATION TABLE
PROCESS OBJECTIVE NO. 2A, MIDDLE SCHOOL COMPONENT

Table __: THE ENROLLMENT DATA OF STUDENTS IN THE SEMI-SKILL COURSES

Semi-Skill Area	Number of Students Enrolled
Carpentry	
Child Care	
Food Handling	
Total	

DATA COLLECTION INSTRUMENT
PROCESS OBJECTIVE NO. 2B, MIDDLE SCHOOL COMPONENT

RECORD OF PRACTICAL ACTIVITIES

Semi-Skill Area____

Teacher's Name____

Name of Student	Practical Activity in Which Student Participated

DATA PRESENTATION TABLE
PROCESS OBJECTIVE NO. 2B, MIDDLE SCHOOL COMPONENT

Table __: THE EXTENT THAT STUDENTS ENROLLED IN SEMI-SKILL COURSES PARTICIPATED IN RELEVANT PRACTICAL ACTIVITIES

	SEMI-SKILL AREA					
	Carpentry		Child Care		Food Handling	
	Number of Students:		Number of Students:		Number of Students:	
Practical Activity	Enrolled	Participating in Activity	Enrolled	Participating in Activity	Enrolled	Participating in Activity
Building Model House						
Setting Table						
Preparing Food for Meal						
Serving Food						
Observing Children						
Supervising Playground Activities						
Tending Children						

DATA COLLECTION INSTRUMENT
PROCESS OBJECTIVE NO. 3 , MIDDLE SCHOOL COMPONENT

REQUEST FOR FIELD TRIP

Person Making Request____

Date of Field Trip____

Place(s) to be Visited____

Career Being Discussed in Class____________________________________

Number of Students Going on Field Trip______________________________

Grade Level of Students____

DATA PRESENTATION TABLE
PROCESS OBJECTIVE NO. 3 , MIDDLE SCHOOL COMPONENT

Table __: THE NUMBER AND PERCENT OF THE MIDDLE SCHOOL TEACHERS IN THE EPOP PROGRAM REQUESTING FIELD TRIPS AND THE NUMBER OF STUDENTS INVOLVED IN FIELD TRIPS

Grade	Number of Teachers in Program	Number of Teachers Requesting Field Trips	Percent of Teachers	Total Number of Field Trips	Total Number of Students Involved
6					
7					
8					
Total					

DATA COLLECTION INSTRUMENT
PROCESS OBJECTIVE NO. 4, MIDDLE SCHOOL COMPONENT

FILM SHOWING RECORD

Date of Film	Title of Film	Number of Students Seeing Film

DATA PRESENTATION TABLE
PROCESS OBJECTIVE NO. 4, MIDDLE SCHOOL COMPONENT

Table__: THE NUMBER OF CAREER FILMS SHOWN TO STUDENTS IN THE EPOP PROGRAM BY THE VOCATIONAL ADVISOR

Date	Title of Film	Number of Students Seeing Film

HIGH SCHOOL COMPONENT
PROCESS EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. The vocational advisor for the EPOP high school will hold group counseling sessions with EPOP program participants on development of proper work habits and attitudes, career evaluation, and self-appraisal as indicated by a record of the group sessions held and the topics covered. It is expected that during the 1972-73 school year, at least 20 group sessions will be held and at least one session will be held for seniors in EPOP programs of industrial arts, health occupations, and clerical occupations.	Group Session Record	Form Available	Number of group sessions, topics covered, number of participants, grade level and skill area of participants	EPOP participants	Throughout the year	Vocational Advisor
2. The vocational advisor for the EPOP high school will give instruction on job-seeking techniques to students in the EPOP program, as indicated by a record of sessions held and topics covered. It is expected that at least two sessions will be held with all participants in the EPOP programs of Industrial Arts, Practical Nursing, and Pre C.O.E.	Group Session Record on Job-Seeking Techniques	Form Available	Number of sessions held with participants in various programs	EPOP participants	Throughout the year	Vocational Advisor

DATA ANALYSIS TECHNIQUES	DATA ANALYSIS PRESENTATION				
	Evaluator's Report Date	Dissemination of Evaluation Results for Overall Project			
		Person Responsible	Method	Schedule	Recipient/ Audience
1. Tally number of sessions, the number of sessions for seniors in various EPOP components; compare with criteria stated in objective.	June 30, 1973	Project Director	Written reports, Oral presentations, Newsletters	August 1, 1973	School Personnel, School Board, State Dept. of Education, USOE, Advisory Committee, Various Community Groups
2. Tally number of students from Industrial Arts, Practical Nursing, and Pre C.O.E. attending sessions and compare with total number enrolled in each area. Determine if two sessions have been held for each area.	June 30, 1973	Project Director	Written reports, Oral presentations, Newsletters	August 1, 1973	School Personnel, School Board, State Dept. of Education, USOE, Advisory Committee, Various Community Groups

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HIGH SCHOOL COMPONENT
PROCESS EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
3. The EPOP vocational advisor at the high school will monitor the students placed in on-the-job training as indicated by a monitoring report. It is expected that each OJT student will be visited at least twice monthly. The records will show student's attendance monthly and a rating by the employer quarterly.	Monitoring Report	Form available	Record of vocational advisor's visits, student's attendance record; employer's rating of student	OJT students	Throughout the year	Vocational Advisor
4. The EPOP vocational advisor at the high school will visit various business and industrial firms to explain the EPOP program and develop on-the-job training situations, as indicated by an employer contact record. It is expected that on-the-job training situations will be obtained for at least 80 percent of the eligible students.	Employer Contact Record	Form available	Record of vocational advisor's visits, firms visited, and number of OJT slots found	N/A	Throughout the year	Vocational Advisor

	DATA ANALYSIS PRESENTATION				
		Dissemination of Evaluation Results for Overall Project			
DATA ANALYSIS TECHNIQUES	Evaluator's Report Date	Person Responsible	Method	Schedule	Recipient/ Audience
3. Tabulate frequency of vocational advisor's visits by students each month. Compare to criteria stated in objective. Determine if students' work attendance record was reported monthly and employer's rating reported quarterly.	June 30, 1973	Project Director	Written reports, Oral presentations, Newsletters	August 1, 1973	School Personnel, School Board, State Dept. of Education, USOE, Advisory Committee, Various Community Groups
4. Analyze Employer Contact Records to determine the number of OJT situations secured; compare to number of eligible students. (See Product Objective No. 2, High School Component.)	June 30, 1973	Project Director	Written reports, Oral presentations, Newsletters	August 1, 1973	School Personnel, School Board, State Dept. of Education, USOE, Advisory Committee, Various Community Groups

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DATA COLLECTION INSTRUMENT
PROCESS OBJECTIVE NO. 1, HIGH SCHOOL COMPONENT

GROUP SESSION RECORD

Date of Session	Title of Session	Number of Participants by Grade Level and/or Component Area

DATA PRESENTATION TABLES
PROCESS OBJECTIVE NO. 1, HIGH SCHOOL COMPONENT

Table __: THE EXTENT OF STUDENT PARTICIPATION IN GROUP SESSIONS CONDUCTED BY VOCATIONAL ADVISOR

Title of Session	Number of Sessions	Average Number of Pupils Per Session	Total Number of Pupils Involved

Table __: THE EXTENT THAT SENIOR STUDENTS IN THE EPOP COMPONENTS PARTICIPATED IN GROUP SESSIONS CONDUCTED BY VOCATIONAL ADVISOR

Component	No. of Senior Students Enrolled	No. of Sessions	Ave. No. of Pupils Per Session	Total Number Involved
Industrial Arts				
Practical Nursing				
Pre C.O.E.				
Total				

DATA COLLECTION INSTRUMENT
PROCESS OBJECTIVE NO. 2, HIGH SCHOOL COMPONENT

GROUP SESSION RECORD
ON JOB-SEEKING TECHNIQUES

		Number of Participants by Components		
Date of Session	Topic Covered	Industrial Arts	Practical Nursing	Pre C.O.E.

DATA PRESENTATION TABLE
PROCESS OBJECTIVE NO. 2, HIGH SCHOOL COMPONENT

Table __: THE EXTENT THAT STUDENTS IN THE EPOP COMPONENTS PARTICIPATE IN INSTRUCTION CONCERNING "JOB SEEKING TECHNIQUES" CONDUCTED BY THE VOCATIONAL ADVISOR

Component	No. of Students Enrolled	No. of Sessions	Ave. No. of Pupils Per Session	Total Number Involved
Industrial Arts				
Practical Nursing				
Pre C.O.E.				
Total				

DATA COLLECTION INSTRUMENT
PROCESS OBJECTIVE NO. 3, HIGH SCHOOL COMPONENT

OJT MONITORING REPORT

Student Observed____

Date of Visit____

Employer's Rating of Student: Excellent____ Good____

Average______ Poor____

Student's Attendance on Job

Month	Days on Job	Days Absent

DATA PRESENTATION TABLE
PROCESS OBJECTIVE NO. 3, HIGH SCHOOL COMPONENT

Table __: THE EXTENT THAT VOCATIONAL ADVISOR MONITORED STUDENTS TAKING ON-THE-JOB TRAINING AND KEPT MONITORING RECORDS

Student's Name	Job Title	Was Student Monitored Twice Monthly?		Are Monthly Student Attendance Records and Employer Quarterly Ratings Available?	
		Yes	No	Yes	No

DATA COLLECTION INSTRUMENT
PROCESS OBJECTIVE NO. 4, HIGH SCHOOL COMPONENT

EMPLOYER CONTACT RECORD

Name of Firm____

Address__________________________Telephone_______________

Person to See________________________Title_________________

Nature of Firm's Business_________________________________

Approximate Number of Employees____________________________

Types of Possible On-Job-Training Situations____________________

____

Date of Contact	How Contacted	Results of Contact

DATA PRESENTATION TABLE
PROCESS OBJECTIVE NO. 4, HIGH SCHOOL COMPONENT

Table __: A COMPARISON OF THE NUMBER OF ON-JOB-TRAINING SITUATIONS AVAILABLE WITH THE NUMBER OF STUDENTS ELIGIBLE

Skill Area	No. of Eligible Students	No. of OJT Training Situations Available	Percent
Industrial Arts			
Health Occupations			
Clerical Occupations			
Total			